REPORT RESUMES

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VOCATIONAL REHABILITATION FOR MENTALLY RETARDED
PUPIL-CLIENTS. FINAL REPORT.
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THIS 5-YEAR DEMONSTRATION PROJECT PROVIDED ADOLESCENT EDUCABLE MENTALLY HANDICAPPED STUDENTS WITH A COMBINED PROGRAM OF VOCATIONAL REHABILITATION AND SERVICES AND OTHER SECONDARY LEVEL EDUCATIONAL AND VOCATIONAL TRAINING EXPERIENCES. STATE AND LOCAL VOCATIONAL AND EDUCATIONAL RESOURCES WERE UTILIZED. STUDENTS WERE REFERRED FOR VOCATIONAL REHABILITATION AT AGE 14. A PSYCHOLOGICAL EVALUATION, HOME VISIT, VOCATIONAL APPRAISAL REPORT, AND A VOCATIONAL TRAINING PLAN WERE MADE FOR EACH STUDENT. STUDENTS AGED 14 TO 16 WERE TRAINED IN ON-CAMPUS JOBS. OLDER STUDENTS WERE PLACED IN A WORK STUDY PROGRAM AND WERE TRAINED AT JOBS IN THE COMMUNITY. THE NUMBER OF PUPIL CLIENTS INCREASED FROM 338 THE 1ST YEAR OF THE PROJECT TO 3,636 IN THE 5TH YEAR. SIMILARLY, THE NUMBER REHABILITATED ROSE FROM ONE TO 210. AVERAGE CASE COST PER REHABILITANT WAS $247. OF PEOPLE INVOLVED LOCALLY WHO RESPONDED TO A QUESTIONNAIRE, 80 PERCENT FELT THE COMBINED PROGRAM WAS EFFECTIVE. THE LENGTH OF TIME IN THE PROGRAM AS RELATED TO JOB PLACEMENT WAS SIGNIFICANT, BUT THE IQ SCORE WAS NOT A USEFUL PREDICTOR OF SUCCESS IN EMPLOYMENT. ON-THE-JOB TRAINING, THE WORK STUDY PROGRAM, AND THE USE OF VOCATIONAL REHABILITATION COUNSELORS WERE FOUND TO BE EFFECTIVE. THIRTY RELATED STUDIES ARE REVIEWED. SAMPLE FORMS AND EVALUATIONS ARE INCLUDED. A 41-ITEM BIBLIOGRAPHY IS INCLUDED. (MY)

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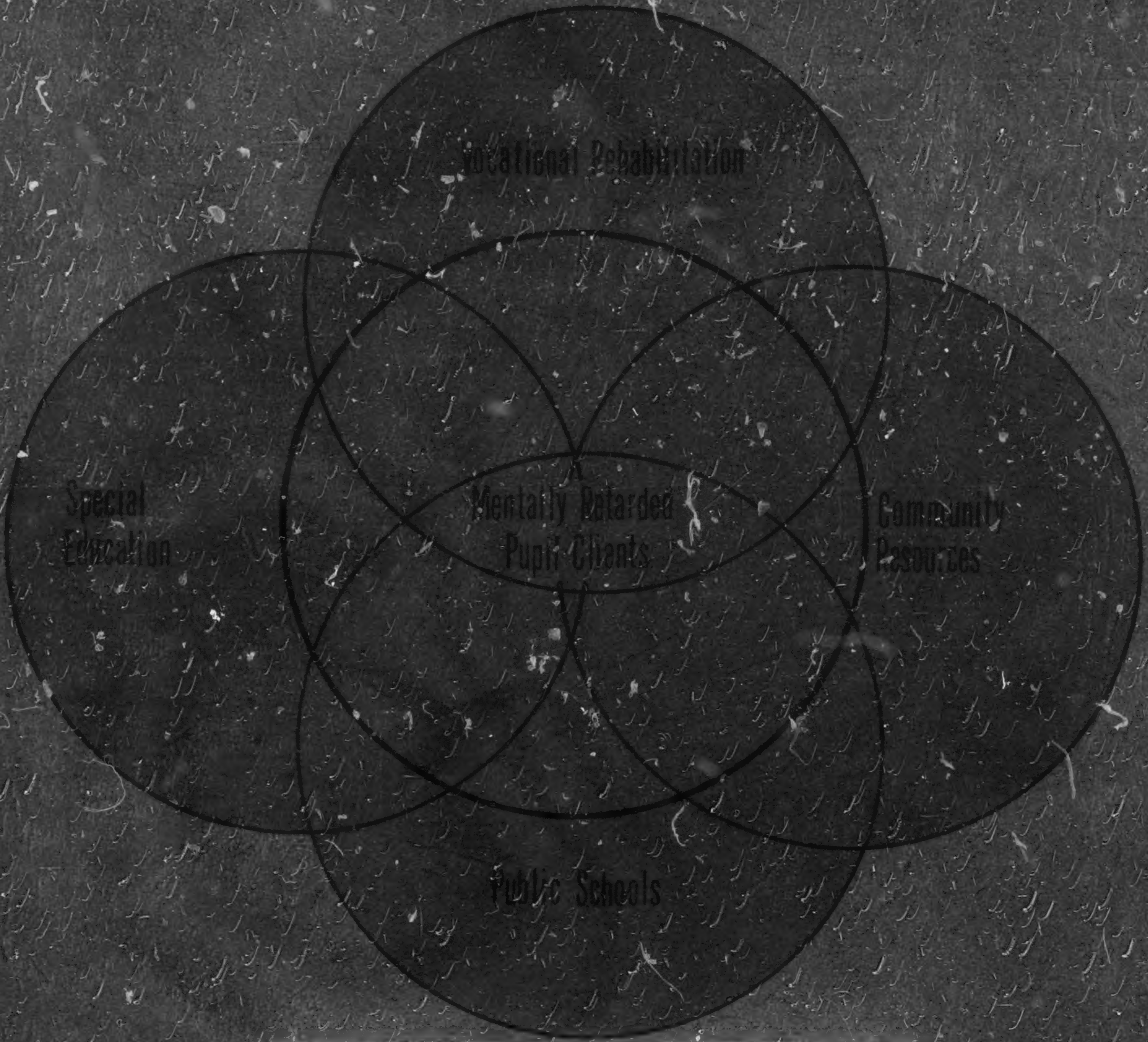
Vocational Rehabilitation
for
Mentally Retarded
Pupil-Clients


Vocational Rehabilitation
Special Education
Mentally Retarded Pupil Clients
Community Resources
Public Schools

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Research and Demonstration Project 836
Sponsored by
Georgia Office of Vocational Rehabilitation
Vocational Rehabilitation Administration
September 1966

Vocational Rehabilitation
for
Mentally Retarded Pupil-Clients

Final Report of Project RD-836

A Project to Assist Public Schools to Meet Some of the Major Rehabilitation Needs of the Mentally Retarded

Period Covered: July, 1961 through June, 1965

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This investigation was supported, in part, by a research and demonstration grant, number RD-836, from the Vocational Rehabilitation Administration, Department of Health, Education, and Welfare, Washington, D. C. 20201.

FOREWARD

Society cannot long afford to deny itself of the productive capacity of any segment of the population. One of the major challenges of the past decade and the next decade is the rehabilitation of handicapped individuals who have the potential to make a substantial contribution to their own support and to the economy.

One of the most neglected groups of handicapped individuals is the mentally retarded. Various approaches have been made in the past few years toward the integration of this disability group into the mainstream of productivity with varying degrees of success. Many meritorious efforts to habilitate or rehabilitate this large disability group of our society have been limited to the contribution of one agency, facility, or approach in a limited geographical area.

Research and demonstration provides the mechanism for helping to better define the problem and trying out new approaches in arriving at a better solution to this problem. In 1961, the Georgia Office of Vocational Rehabilitation had approved a grant from the Vocational Rehabilitation Administration to assist in financing a research and demonstration project, "To Assist Public Schools to Meet Some of the Major Rehabilitation Needs of the Mentally Retarded." This report summarizes the activities carried out under this grant for four years and includes data for a five year period.

As a result of this project, the focus on the needs of mentally retarded individuals broke down barriers of resistance to change thus permitting interagency cooperation in the provision of services and the coordination and utilization of community resources.

The project demonstrated that through a cooperative approach with the public schools, special education, community resources, and vocational rehabilitation on a state-wide basis an increasing number of mentally retarded can be rehabilitated and become productive citizens.

Our experience in this project has convinced us that this interagency approach to the education and rehabilitation of the mentally retarded should be continued and expanded with indicated modifications. In conclusion, this report represents the beginning of a new approach which holds potential for the rehabilitation of a far greater number of mentally retarded.

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We are especially appreciative of the counsel and support of Special Education Consultants in Mental Retardation including Dr. George Olshin, Mrs. Sarah Readling Hoffman, and Mr. Richard Bartlett.

We wish to express our appreciation to superintendents of schools, principals, special education coordinators, special education teachers and other teachers in participating school systems.

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CHAPTER I

INTRODUCTION

A. Background

The Georgia Division of Vocational Rehabilitation has been one of the leaders in rehabilitation and in the number of handicapped individuals rehabilitated for the past two decades. During the fiscal year 1959-60, for example, the agency rehabilitated 5,914 handicapped individuals. Unfortunately, the Georgia agency, like most other state rehabilitation agencies, had little reason to be proud of its record in rehabilitating the mentally retarded. Eighty or 1.35 per cent of the 5,914 clients served, had a major disability of mental retardation according to the diagnosis.

In 1951 the Department of Education established consultative services for the education of exceptional children and authorized local school systems to establish classes for the educable mentally retarded. That year, four classes for educable mentally retarded were established in elementary schools. Other such classes were established in the following years. As most of the pupils from these classes reached sixteen years of age, they were either returned to regular classes or referred to the Division of Vocational Rehabilitation. School administrators, in general, did not preceive the mentally retarded who function at the elementary level as the responsibility of the secondary school. Placed in regular classes, many of the mentally retarded who entered high school became discouraged and dropped out of school.

The mentally retarded referred to the Division of Vocational Rehabilitation were seldom found to be feasible for specific vocational training or job placement. Although 223 pupils had been referred during a period of approximately three years, only 72 entered a Vocational rehabilitation plan. Of this 72, only 24 were closed employed. Vocational Rehabilitation counselors tended to hold the teacher responsible for the failure of the mentally retarded clients. The teacher, on the other hand, was prone to criticize the Vocational Rehabilitation counselor for failing to accept subsequent referrals.

The Georgia Division of Vocational Rehabilitation initiated an Extension and Improvement project in 1957 to develop techniques for evaluating the mentally retarded and to establish lines of communication with Special Education and public schools. As a result of this project, the number of mentally retarded rehabilitated increased from seven in 1957 to 80 in 1960. This project made it possible to identify some of the problems confronting the teacher and counselor. For example, referrals were made primarily from elementary schools when the pupil reached an age of sixteen. Past experience disclosed that the mentally retarded client of sixteen seldom possessed sufficient physical, social, and emotional maturity to receive maximum benefit from Vocational Rehabilitation services and successfully compete in the labor market.

Since Georgia had a twelve-year educational program, the "average" pupil did not enter the labor market until he was approximately eighteen years of age. Since a mentally retarded individual can be expected to mature more slowly than the average person, his educational program should be continued until he has reached a chronological age of eighteen to twenty or until he is ready for job placement.

Secondary educational programs for the mentally retarded would have the potential for providing meaningful pre-vocational experiences. These programs would allow the individual to achieve more personal, social, physical, and emotional maturity.

Prior to 1960, only a few systems in Georgia provided a program for mentally retarded pupils beyond the elementary school level. A comprehensive secondary school and community program for the mentally retarded was non-existent. Although the Program for Exceptional Children was relatively new in the state, a number of the mentally retarded pupils enrolled in these special classes were now old enough for a secondary program.

Most of the pupils referred to Vocational Rehabilitation lacked adequate pre-vocational skills. Of the 223 pupils referred prior to the cooperative program, only 10 had participated in a work-study program. Vocational Rehabilitation assistance was clearly needed in developing additional work-study programs in secondary schools.

Training and employment opportunities for the mentally retarded were found to be grossly inadequate. Of the 223 pupils referred by public schools, seven entered work-shop training; 24 entered formal trade training; and nine entered on-the-job training. The two existing workshops in the state provided evaluation and work adjustment for a total of 40 clients at any one time. Rising entrance requirements to the two state vocational and trade schools excluded most mentally retarded clients. Employers and the general public, moreover, did not completely accept the mentally retarded individual as a prospective contributing member of society. On-the-job training opportunities and subsequent employment opportunities, therefore, were almost non-existent. Involvement on the part of Vocational Rehabilitation personnel in the educational programs for the mentally retarded was sorely lacking. At the same time the need for such Vocational Rehabilitation participation was becoming more acute.

It is generally accepted that two per cent[1] of a school-age population will test and function within the bounds of mental retardation. Georgia had an approximate school-age population of 1,000,000 in 1960. In the public schools, enrollment of mentally retarded pupils could be expected to reach between 15,000 and 20,000. During the school year 1959-60, the Program for Exceptional Children had an enrollment of 4,000 mentally retarded pupils in 297 classes representing 85 school systems. However, most of these pupils were in the age range of seven to thirteen with their activities being confined generally to the classroom.

In 1960 the Division of Instruction had a state-wide consultant in the Program for Exceptional Children, and the Division of Vocational Rehabilitation had a state-wide specialist for the mentally retarded. These professional persons recognized the urgent need for assistance from Vocational Rehabilitation in developing realistic secondary education programs for the mentally retarded in Georgia.

Communication between these staff members led to inter-agency discussion of problems and possible solutions. Continued communications improved the understanding of mutual problems and engendered the necessary confidence and trust to establish the foundation for a cooperative program between Vocational Rehabilitation and Special Education. Through consultation with Special Education, Vocational Rehabilitation and Regional Vocational Rehabilitation Administration staff members, the project supervisor developed an application for a grant for this project. The study envisioned a Cooperative Rehabilitation Program between

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[1] Unit, Services for Exceptional Children.

Vocational Rehabilitation and Special Education which would provide meaningful educational, pre-vocational, and rehabilitation experience for mentally retarded youth in the 14 to 20 age group. It was believed that consultation with Vocational Rehabilitation would give impetus to the development of such programs. Assistance from Vocational Rehabilitation consultants should help to overcome some of the obstacles preventing the rehabilitation of increasing numbers of mentally retarded individuals referred to local Vocational Rehabilitation counselors.

B. Purpose and Objectives

This demonstration project was designed to assist public schools in meeting some of the major rehabilitation needs of their mentally retarded pupils by demonstrating the effectiveness of providing rehabilitation services to selected pupils concurrently with other secondary educational and vocational training experiences. Since the vocational rehabilitation of the educable mentally retarded is a state and community responsibility, it was proposed that rehabilitation services be provided to the mentally retarded in cooperation with other interested agencies and organizations. Previous projects had demonstrated the effectiveness of cooperative efforts between Vocational Rehabilitation and local school systems. The present project proposed cooperative efforts among divisions of the State Department of Education, local school systems and other agencies on a state-wide basis. Vocational Rehabilitation consultants were to assist the public schools in various areas: (1) evaluation of existing community programs for the mentally retarded youth, (2) the projection of programs to provide for various needs of pupils in secondary programs, (3) the involvement of the local Vocational Rehabilitation counselor in the community program, (4) the utilization of all community resources, and (5) the vocational rehabilitation of a large group of mentally retarded individuals.

It was believed that the public schools could provide some of the major rehabilitation needs of the mentally retarded more effectively with assistance from Vocational Rehabilitation and other community resources. The State Department of Education's Division of Instruction had an excellent program for the mentally retarded pupils in elementary schools. This program began about ten years prior to the initiation of the present project. Thus, many of the pupils who were enrolled in the initial classes had reached the appropriate age for entering secondary programs. Secondary school programs for the mentally retarded were felt to be necessary for providing the individual with opportunities to achieve better physical, social, and emotional maturity and acquire adequate pre-vocational skills. As stated earlier, some school systems were developing programs for the mentally retarded in secondary schools. None, however, had a comprehensive program involving community resources. Additional secondary programs were needed to provide meaningful learning experiences for the increasing number of adolescent, mentally retarded pupils. Both state and local school officials had expressed a desire for vocational rehabilitation assistance in developing and implementing secondary school programs for the mentally retarded.

Although a workshop can make an important contribution to a community program for the mentally retarded, this approach was not considered practical in providing needed pre-vocational training for all adolescent, mentally retarded individuals in the state. Most of this type training could be provided, it seemed, through secondary school programs at less cost. A secondary school program utilizing Vocational Rehabilitation services and other community resources offered the best approach to the vocational rehabilitation of the mentally retarded. Cooperative efforts between the public schools and Vocational Rehabilitation would result, perhaps, in a smoother transition from school to employment for an increasing number of mentally retarded individuals.

Specific Objectives:

Nine specific objectives were determined for the project. They are as follows:

1. To encourage community evaluations of current programs for, and needs of, mentally retarded individuals.
2. To stimulate the utilization of all community resources in program evaluation, planning, and provision of educational services to the mentally retarded.
3. To cooperate with Division of Instruction and local school systems in the development of meaningful and effective curricula for the mentally retarded and the utilization of community resources in secondary programs.
4. To cooperate with the Division of Vocational Education and private vocational schools in the development of vocational training programs for the mentally retarded.
5. To cooperate with state and local school officials and local Vocational Rehabilitation counselors throughout the state in evaluating the vocational potential of mentally retarded pupils participating in secondary programs.
6. To involve Vocational Rehabilitation counselors to a greater

extent in the vocational rehabilitation of the mentally retarded.

7. To cooperate with local school systems, local vocational education representatives, local Vocational Rehabilitation counselors, local agencies and organizations in the development of work-study programs, on-the-job training, and employment opportunities.
8. To assist in providing counseling, guidance, and placement services to mentally retarded pupils participating in the secondary programs.
9. To increase substantially and more effectively the number of mentally retarded individuals being prepared for remunerative employment.

C. Setting of the Project

The population of Georgia was 3,943,116[2] in 1960 with an estimated school age population of 1,000,000. It was estimated that at least two per cent, or 20,000 of these, tested and functioned within the bounds of educable mental retardation. Only four thousand of these 20,000 were enrolled in Special Education classes. An additional 4,000 were institutionalized at either Gracewood State School and Hospital, mental hospitals, juvenile training schools, penal institutions, or other various state and private institutions. Approximately 12,000 did not receive specialized services.

Georgia continued to experience a shift in population. During the period 1950 to 1960, the rural population decreased from 1,885,131 to 1,762,880 while the urban population increased from 1,599,447 to 2,180,236.[3]

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[2] 1960 census

[3] Ibid.

During this same ten year period, 856 new industries were established throughout the state.[4] Industrial automation was also a concurrent event. These trends proved detrimental to numerous mentally retarded individuals who could have functioned in a rural environment. Many jobs in the urban environment which the retarded might have otherwise secured were eliminated by automation. These factors, combined with a poor public image of the mentally retarded, served to compound the vocational rehabilitation problems of the mentally retarded in the state.

Except for special education, institutionalization and/or welfare assistance, most communities offered very few services to the mentally retarded. Two notable exceptions were Atlanta and Savannah. The Atlanta Association for Retarded Children developed the Bobby Dodd Workshop for the Mentally Retarded in 1959 while the Chatham County Association for the Mentally Retarded developed the Occupational Training Center for the Mentally Retarded also in 1959.

A positive factor prevalent in most communities was a small group of people who seemed to possess a genuine interest in the mentally retarded. In most instances, this group usually consisted of teachers and coordinators in Special Education, parents of mentally retarded pupils, and some physicians, psychologists, social workers, public health nurses, and Vocational Rehabilitation counselors.

D. Organizational Resources

Division of Vocational Rehabilitation: Prior to the initiation of Project 836, the Georgia Division of Vocational Rehabilitation, as a division of the State Department of Education, was staffed with a director, assistant director, five state supervisors, one state-wide specialist for the emotionally disturbed, one state-wide specialist for the mentally retarded, five district supervisors, five counselors in the program for the blind, and 67 counselors in the general program.

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[4] State Chamber of Commerce

Special Education: The Unit, Services for Exceptional Children, functioned within the Division of Instruction in the State Department of Education. This unit was staffed with a state-wide coordinator and three consultants with one consultant devoting full-time to the educable and trainable mentally retarded. He provided leadership and consultation to three full-time and 82 part-time local coordinators, and 297 teachers of educable mentally retarded.

Local School System: The typical local school system consisted of a board of education, a superintendent, principals, teachers and system-wide supervisors including a coordinator of services for exceptional children.[5]

E. Criteria for School System Selection

In the selection of the original school systems for this demonstration, project staff members and a state staff member from Special Education visisted prospective systems and evaluated their readiness for the services available through the project. The systems were selected on the basis of the following criteria:

1. Adequate enrollment in elementary classes for the mentally retarded to justify a secondary program.
2. Adequate staff for present program including a Coordinator of

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[5] Duties and responsibilities of these staff members are described in Chapter III.

Special Education.

3. Favorable attitude toward the objectives of the project on the part of all local school staff members who would be responsible for or affected by the project.

4. Geographical location which would permit a demonstration of the project in both urban and rural areas with large, medium, and small systems represented in the sampling.

F. Sample Areas Selected

The original design of the project proposed a state-wide application of the project activities. However, the agency, with Vocational Rehabilitation Administration approval, limited the scope of the project, initially, to include, for demonstration purposes, seven local school systems. These systems contained high schools with a total enrollment of 538 pupils in Special Education classes at the beginning of the project.

The metropolitan area of Atlanta, which had a population of one million, was selected to represent the large system sample. This area included Atlanta City, DeKalb County, and Fulton County school systems. These systems has 10 high schools which contained 14 classes for the mentally retarded with an enrollment of 239 pupils.

The medium-size system sample was Chatham County, which had a population of 188,000. This system had five junior and three senior high schools, 13 classes for the mentally retarded, and 209 pupils enrolled. Some of the pupils in the senior high school were scheduled in other courses offered at the school. However, previous efforts to initiate a work-school program were unsuccessful.

The small system sample included Fitzgerald City, Dougherty County and Muscogee County school systems. This area contained a population of

247,936, two high schools, one junior high school, and two elementary schools, participating with an educable mentally retarded enrollment of 90. Some of the schools were located in a more rural area of the state.

LARGE SYSTEM SAMPLES

AREA	POPULATION	PARTICIPATING SCHOOLS	EMR PUPILS ENROLLED
Atlanta City	1,000,000	6 high schools	160
DeKalb County		2 high schools	40
Fulton County		2 high schools	39

MEDIUM SYSTEM SAMPLES

AREA	POPULATION	PARTICIPATING SCHOOLS	EMR PUPILS ENROLLED
Chatham County	188,000	5 junior high schools 3 senior high schools	209

SMALL SYSTEM SAMPLES

AREA	POPULATION	PARTICIPATING SCHOOLS	EMR PUPILS ENROLLED
Dougherty County	75,680	1 senior high school 1 junior high school	33
Fitzgerald City	13,633	1 high school	24
Muscogee County	158,623	2 elementary schools	33

CHAPTER II

PLAN OF OPERATION

In 1960 an application was submitted to the Vocational Rehabilitation Administration of the Department of Health, Education and Welfare, requesting Federal funds to support, in part, a five-year project. The proposal was approved effective July, 1961 for a three-year project. A one-year extension financed the project through June 30, 1965. However, this report covers project activities for a five-year period. Since this demonstration project was sponsored by the Vocational Rehabilitation agency in Georgia, the project and its staff members functioned as a part of the Special Disability Section of the Georgia Office of Vocational Rehabilitation. Policies and procedures established through this project were subject to the approval of the State Superintendent of Schools and the State Director of Vocational Rehabilitation with the consent of the Director, Division for Exceptional Children.

Project 836 was based on the premise that the public school system has the primary responsibility for preparing school-age individuals to become contributing members of society. One of the project's major objectives was to assist the public schools in discharging this responsibility by providing Vocational Rehabilitation services for the mentally retarded concurrently with other secondary school experiences. Pupil activities in the project were to be supervised and coordinated by local school officials with assistance from Vocational Rehabilitation representatives.

A. Project Staff

Personnel involved in this project included a director and a supervisor, each part time, two full time Vocational Rehabilitation consultants, and one half-time Vocational Rehabilitation consultant. The project supervisor worked state-wide while the consultants worked in assigned geographical sections of the state. Each staff member provided liaison between the Division of Vocational Rehabilitation and other state and local agencies which had responsibilities for the education, vocational training, or vocational rehabilitation of the mentally retarded.

1. Project Director: The State Director of Vocational Rehabilitation served as the project director with the responsibility of administering the project and making policy decisions.
2. Project Supervisor: The project supervisor was responsible to the project director for the coordination of the project on a state-wide basis. To insure a unified program, he supervised the activities of the Vocational Rehabilitation consultants and worked with state and district vocational rehabilitation supervisors and members of the state-wide resource committee. It was his responsibility to organize and conduct a state-wide program to promote the establishment, evaluation and improvement of secondary schools, vocational training, and vocational rehabilitation programs for the mentally retarded. He promoted these programs for the mentally retarded by participating in in-service workshops for teachers and school administrators, making public addresses, participating in panel and group discussions, and holding individual and group conferences with representatives from other agencies. The supervisor assisted in the organization, orientation, and guidance of the state level resource committee. He also interpreted the objective, policies, procedures,

and results of the project to division personnel, public school officials, and representatives from cooperating agencies and organizations. In his supervisory role, he provided guidance to the consultants and helped them establish realistic policies, procedures, plans, and priorities in their cooperative efforts with the public schools, and other agencies.

The Project Supervisor, in cooperation with the Division of Services for Exceptional Children, presented the project to local systems and selected the original seven systems for the project.

3. Vocational Rehabilitation Consultants: Three consultants were assigned to work with selected local school systems in the state and were responsible for promoting the establishment, evaluation and improvement of vocational training and vocational rehabilitation programs for the mentally retarded in their assigned geographical areas. The Vocational Rehabilitation consultant carried out these responsibilities by conferring with appropriate state and local resource committees, visiting local school systems, working with selected unit, and/or classes approved for the program, evaluating the vocational potential of pupils in secondary classes, working with local Vocational Rehabilitation counselors, making public addresses, and holding individual and group conferences with local representatives from other agencies.

With the approval and support of state and local officials the Vocational Rehabilitation consultant served as a consultant in the following areas: (1) secondary curriculum evaluation and enrichment, (2) vocational evaluation, (3) work-study programs, (4) vocational training, (5) on-the-job training, (6) case work, (7) job placement, and (8) follow-up.

B. Other Vocational Rehabilitation Personnel

1. District Supervisor: The role of the District Supervisor was intended to be one of supervision and motivation of general counselors in developing and providing appropriate services for the mentally retarded in secondary schools. Since this was to be a state-wide project, the district supervisor was to serve as the office manager for the Vocational Rehabilitation consultants assigned to his district. The duties of the office manager in the agency includes the acquisitions of office space, assignment of space, and the assignment of clerical assistance.

The project supervisor who was responsible for the coordination of this project worked with the district supervisor interpreting the project, resolving problems and encouraging him to place more priority in rehabilitating the mentally retarded in his district. In cooperation with the district supervisor, the Vocational Rehabilitation consultant worked with local Vocational Rehabilitation counselors and encouraged them to perform the functions assigned to them in the project.

2. Vocational Rehabilitation Counselors: It was anticipated that the local Vocational Rehabilitation counselor, who serves handicapped individuals with various disabilities, would provide vocational rehabilitation services to these mentally retarded and carry them on his caseload. These vocational rehabilitation

services included: (1) medical, psychological, and vocational evaluation, (2) physical restoration, (3) hospitalization, (4) on-the-job training, (5) formal vocational training, (6) counseling and guidance, (7) job placement, and (8) follow-up services. It was also anticipated he would provide occupational information and counsultation to the teacher. The local Vocational Rehabilitation counselor was encouraged to assume a role in curriculum evaluation and enrichment, vocational evaluation, work-study programs, on-the-job training, trade training, case work, and job placement for the mentally retarded in his territory.

Most local Vocational Rehabilitation counselors were reluctant to become involved with mentally retarded clients until they had completed the program or demonstrated vocational potential through successful performance on a job. For the first three years of the project, it was necessary for the Vocational Rehabilitation consultant to assume most of the counselor's responsibilities in addition to his own. During the fourth year of the project, special counselors to work exclusively with the mentally retarded were employed to work under the supervision of the Vocational Rehabilitation consultant and perform the functions originally assigned to the local Vocational Rehabilitation counselor.

C. Statewide Resource Committee

This project plan of operation included provisions for the establishment of a state-wide resource committee. The project supervisor and the consultant on mental retardation from Special Education developed a list of candidates for a resource committee through consultation with the Director of Vocational Rehabilitation and the Coordinator, Unit, Services for Exceptional Children. This list included state level representatives from various state agencies and organizations who had professional or personal interest in the education, vocational training, and/or vocational rehabilitation of mentally retarded individuals. The Director of Vocational Rehabilitation extended an official invitation to the preferred representatives to participate in the work of this committee.

This committee's membership included representatives from the following State Departments: Health, Education, Welfare, and Labor. The State Department of Education had a representative from the Divisions of Instruction and Vocational Rehabilitation. In addition to these agencies, the committee had a representative from the Association for Retarded Children, Junior Chamber of Commerce, and Society for Crippled Children. Representatives from other agencies and organizations were invited to participate when their particular contribution was needed.

The project supervisor and a representative from the Division of Instruction were responsible for orienting this committee's activities. It was anticipated that the state-wide committee would meet annually or as needed. The functions of this committee and its individual members were quite varied. Initially, the State Resource Committee helped to identify weaknesses in services available to the mentally retarded and formulate state policies and practices pertaining to their education, training, and rehabilitation. As a result of these experiences, individual members of the committee communicated with staff members in their agencies and organizations, kept them appraised of developments in the project and coordinated the efforts of their agency with policies and plans recommended for the project. Plans, policies, and procedures recommended by this committee were referred to the State Director for his approval and transmission to the Vocational Rehabilitation field staff.

One of the most valuable features of the State Resource Committee was that it made available to the project staff a responsible person from the various agencies at the state level for consultation on specific problems.

D. Local Resource Committee

Plans, policies, and procedures recommended by the State Resource Committee and approved by agency directors were recommended to local advisory committees and agency representatives. Although the composition of the local advisory committee varied from one community to another, depending upon the need and availability of professional personnel, the local advisory committee included, in most instances, local representatives of the same agencies and organizations which formulated plans, policies, and procedures on the state level. This state level to local level approach served to remove many obstacles which would have been insurmountable if attacked only on a local level.

Each local school system participating in the project already had a local professional advisory committee to assist in the guidance of its programs for exceptional children. This committee had been previously established to implement state policies, to prescribe local policies, to screen pupils for special class placement and make suggestions for the solution of related problems. The coordinator of the local program for exceptional children served as chairman. The committee was usually composed of the following members: the local school superintendent, or his designee; the visiting teacher; the instructional supervisor; the principal of the school where the class was housed; the teachers of exceptional children's classes; a professional staff member of the local health department; a professional staff member of the local welfare department; the psychological examiner who did the testing (if possible); the medical consultant of the classes or units and a Vocational Rehabilitation counselor.

Since these local advisory committees were operational and functional when this project was initiated, the project utilized the committee in preference to organizing another local committee. However, the project supervisor and Vocational Rehabilitation consultants encouraged the expansion of the local advisory committee's membership and function so it could also act as a resource committee when project activities were being considered. The intent in expanding this committee was to insure representative community counsel and assistance in the solution of educational, vocational, and job placement problems encountered in this project. Representatives from the following agencies and organizations were added wherever possible to the local resource committee: Vocational Education, State Employment Service, Association for Retarded Children, Junior Chamber of Commerce, Parent-Teacher Association; and civic clubs such as the Civitan, Lions, Optimists; and other community leaders. The function of the resource committee was expanded to included participants in the following areas of the secondary school program: curriculum enrichment, work experiences, vocational training, and employment opportunities.

Each member of the resource committee shared the responsibility of encouraging and assisting in the development and utilization of community resources. They also shared responsibility for job placement. In one community, the local situation made it desirable for the Resource Committee to have sub-committees on pupil-client placement. In other communities, it was not possible to develop functional resource committees. This was especially true in the more rural and the larger metropolitan areas.

The Vocational Rehabilitation consultant, teacher, local school coordinator, and local Vocational Rehabilitation counselor shared the responsibility for orienting this committee on the objectives of the project in the secondary school programs. Although the Vocational Rehabilitation consultant participated in the discussion and planning of this committee it was not planned that he would be a member. Instead, he was to serve as a consultant or resource person. However, as resource committees were developed, the members insisted that the consultant become an official member of the committee.

E. Participating Education Personnel

Under terms of a formal agreement among the Division of Vocational Rehabilitation, the Division of Instruction and each participating local school system, each party agreed to continue current services, cooperate in project 836 and assumed additional specific responsibilities in order to implement, conduct, and support the project.

1. The Unit, Services for Exceptional Children: This unit assigned a consultant in mental retardation to give priority to secondary programs in his work. This consultant participated in the initial presentation of the project to local school

systems. The consultant in secondary school education for the educable mentally retarded assumed the responsibility of extending leadership to the local level to assist the program in functioning according to its design. Group meetings of teachers and consultants with the local coordinators were held pertaining to curriculum and its development.

The consultant was also responsible for seeing that the goals of the program were clearly defined and understood at both state and local levels in Special Education. He was always careful to respect the rights and responsibilities of the local school system in an effort to promote mutual respect and cooperation. The Special Education consultant provided consultation to participating school personnel in problems growing out of project activities, the enrichment of curriculum, and the development of curriculum guides to meet local needs. He shared the responsibility for selecting and orienting the state resource committee and assumed primary responsibility for the development of a Georgia State Curriculum Guide.

2. Local School Personnel: Local school personnel who participated in this project on a continuing basis included the school system superintendent, principal, coordinator of Special Education and the Special Education teacher.

a. The Superintendent: The superintendent carried on the following activities: (1) participated in the initial presentation of the project, (2) evaluated his system's readiness for the services provided through the project,

(3) secured approval and support from the local Board of Education, (4) changed policies to accommodate the project, (5) approved individuals recommended by the Vocational Rehabilitation consultant, coordinator, and Special Education teacher for membership in the local resource committee.

b. The Principal: The principal participated in the initial presentation of the project in his school. His responsibilities in the project included the assignment of qualified teachers, adequate classroom space in a high school, and suitable equipment. It was the primary responsibility of the principal to orient other school personnel to the objectives, policies and procedures of the project and to assist in the solution of problems encountered in the implementation of the project in his school. It was the principal's responsibility to develop a climate of acceptance for the project and to retain selected Educable Mentally Retarded pupil-clients beyond the usual upper age limits.

c. The Coordinator of Special Education: The Coordinator of Special Education, who, in most instances, participated in the discussion which preceeded the application for this project, assisted in presenting the project and orienting other school personnel in the local system. In addition to his regular duties, the coordinator actively participated in the selection of the local resource committee and assumed the primary responsibility for coordinating the

the activities of this committee. The coordinator in most systems enjoyed more tenure than his superiors or subordinates and therefore excerised a powerful influence on the philosophy, curriculum and activities of the teachers in the program for the mentally retarded.

d. The Special Education Teacher: The Special Education teacher who, in many instances, promoted the development of special classes in local school systems, was the most active school staff member in the activities of the project. In addition to her traditional responsibilities for teaching the mentally retarded, she participated in the vocational evaluation of pupils participating in this project. She also individualized her instruction to meet some of the vocational needs of mentally retarded pupils, participated in the development of a curriculum guide, assumed a primary responsibility for developing training stations on campus, and assisted in securing training stations for pupil-clients in commercial establishments in the community. In some systems the teacher was granted release time to supervise pupil-clients in commercial training stations. She and Vocational Rehabilitation personnel shared the responsibility for parent counseling.

F. Development of School-Community Resources

The design of project 836 envisioned the development of school-community resources as a major goal. Six of the nine specific objectives related to this primary objective. It was anticipated that community resources would be utilized in evaluating clients and program offerings, planning and providing educational services, developing work-study and vocational training programs and in placing pupil-clients on jobs in gainful employment.

During the initial presentation of the project in each school system the need for developing school-community resources was stressed. Traditionally, school systems in the state had been academically available for the education of the mentally retarded. The project personnel stimulated thought and discussion of these available resources for preparing the mentally retarded for employment. Through personal contact with school personnel, the Vocational Rehabilitation consultant assisted in the identification and utilization of specific resources. He injected enthusiasm and engendered a positive attitude toward the mentally retarded which stimulated action.

The project planned to utilize vocational rehabilitation as a primary community resource. This, it was felt, would serve as a catalytic and motivating agent while the development, involvement and participation of other school-community resources was taking place. The following resources were to be developed and made available to the mentally retarded through the project: (1) vocational appraisal, (2) work-study program and vocational training, (3) on-the-job training, (4) casework, (5) counseling, (6) job placement, and (7) follow-up.

G. Forms Utilized in the Operation of the Project

Although this project was designed to be a demonstration project primarily, certain forms were developed to collect, dissiminate, and store information on clients served through the project.[1]

In additional to the official forms utilized by the agency, the project staff determined that the following forms were useful in this project.

VR:MR:1 (Referral and Appraisal Form) This form was designed to be utilized by the teacher to summarize background information and register her appraisal of each pupil in the class as he compares with an average pupil of the same age, race, and sex on the basis of personal, social, emotional, and pre-vocational adjustment. The transmittal of this completed form to the counselor constituted an official referral to Vocational Rehabilitation. Information contained in this form provided valuable data which was utilized in the evaluation of the client and in the development of a rehabilitation plan.

VR:MR:2 (Project Case Card) This form was designed to reflect the movement of the pupil-client through the 16 possible phases including referrals, vocational appraisal, consultation, school "work-in", school "work-out", vocational training, completed pre-vocational program, job placement, and closure.

VR:MR:3 (Monthly Referral and Caseload Report) The information collected with this form showed the number of pupil-clients with whom the counselor was working and indicated the flow of pupil-clients through the activities, from referral to closure, on a periodic basis.

VR:MR:4 (Pre-Vocational Training Phase Report) This was a quarterly report which gave the name of each pupil-client and showed each individual's progress at a particular stage in his pre-vocational training. Copies of this report were sent to those personnel responsible for the client's training program including the principal, teacher, and coordinator.

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[1] Appendix I through Appendix IX.

VR:MR: 5 (Work-School Permit) This was a statement which was signed by the pupil-client's parents or guardians confirming their consent for the client to participate in a specific pre-vocational work experience.

VR:MR:6 (Pre-Vocational Training Permit) This form was signed by the parents or guardians confirming their consent for the client to participate in the general vocational training program.

VR:MR:7 (Work Adjustment Report) This form was completed monthly by the employer or supervisor to reflect the client's progress in the areas of personal habits, attitudes, relations with others, and worker traits and skills. This information was most helpful to the Vocational Rehabilitation counselor in developing future plans for the client.

VR:MR:8 (Staff Activity Report) This monthly report outlined the activities of individual staff members.

VR:MR:9 (Pre-Vocational Evaluation Plan) This form outlined the client's educational and rehabilitation program for each school year.

CHAPTER III

MEETING THE REHABILITATION NEEDS OF THE MENTALLY RETARDED

Project 836 was based on the premise that most of the rehabilitation needs of the educable mentally retarded could be met by the public schools in the community through cooperative efforts between Vocational Rehabilitation, Special Education, Public Schools, and other community resources. These perceived needs included, (1) vocational evaluation, (2) vocationally oriented curriculum, (3) personal, social, and work adjustment, (4) on-the-job training, (5) vocational training, (6) case work, (7) counseling, (8) job placement, (9) and follow-up services.

As a prerequisite for meeting these needs through project RD-836, it was important to evaluate community conditions, identify obstacles, and establish priorities. This evaluation revealed a need for community education in mental retardation as well as philosophy-broadening and program modifications. In this manner, all available resources could be utilized.

A. Prevailing Conditions:

In general, the secondary schools did not clearly perceive a role in the education of a mentally retarded pupil. The schools selected for project participation had agreed to provide an educational program. Prior to the initiation of the project, however, the program provided or envisioned by these schools was one of an elementary-level academic type.

While the accepted objective of secondary education is that of preparing pupils to join the adult working society, the successful accomplishment of this objective was measured in terms of these pupils acquiring prescribed academic or vocational skills. Educators assumed those completing the prescribed program would have also developed socially to the point whereby they could join the adult working society.

The vocational schools were available to the mentally retarded. However, vocational training required a level of academic achievement rarely attained by a mentally retarded person.

Vocational Rehabilitation counselors questioned the rehabilitation feasibility of the mentally retarded since they were accustomed to assisting a vocationally handicapped person by re-directing his vocation. In so doing, present skills could be utilized. Satisfactory basic work skills and habits were presumed to be intact or in many cases accentuated because of the disability. The mentally retarded person, however, has, in most cases, inadequate work habits and social skills. The counselor lacked the tools and knowledge to evaluate the retarded person's readiness for employment and to predict his vocational potential or possible development.

Too, the working community was not receptive to employing the mentally retarded. Most employers had acquired a distorted understanding of mental retardation and perceived a mentally retarded person as someone incapable of even self-management.

The Project Staff shared the monumental task of educating professional people and the general public in order to utilize present community resources. Such educating was not designed to be accomplished in a prescribed period of time or in prescribed steps since the project staff did not fully envision the necessary process for its accomplishment. Neither task had been fully accomplished. From the beginning, however, the need for educating other professional people and the general public was one of the foremost consideration.

B. Existing Services:

Working through the State Resource Committees and the Georgia Council on Mental Retardation, Project Staff members assisted in the development of a "Directory of Services Available to the Mentally Retarded in Georgia."[1] This directory was distributed to the agencies and organizations represented on the resource committees, and agencies and individuals who were responsible for serving the mentally retarded. This publication listed and described state resources available for the mentally retarded and their source. In 1961, the state resources available to the mentally retarded included:

Department of Education

Division of Instruction--Unit, Services for Exceptional Children

Division of Vocational Rehabilitation

Department of Public Health

- Crippled Children's Service
- Maternal and Child Health Service
- School Health Service
- Community Mental Health Service
- Gracewood State School and Hospital

Public Health Nursing

Department of Family and Children Services

MEDICAL AND DIAGNOSTIC SERVICES

Emory University School of Medicine

- Children's Clinic of Emory University
- Grady Memorial Hospital
- Henrietta Egleston Hospital for Children

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[1] A copy of this publication is available upon request.

Medical College of Georgia, Eugene Talmadge Memorial Hospital

Department of Pediatrics

University of Georgia

Program for Exceptional Children

VOLUNTARY AGENCIES

Georgia Association for Retarded Children
Georgia Society for Crippled Children and Adults, Inc.
Atlanta Speech School, Inc.
United Cerebral Palsy Association of Georgia
Private Residential Facilities
Foundation for Visually Handicapped Children

The resources available locally were: (1) special education classes for the elementary age Educable Mentally Retarded, (2) professional advisory committee, (3) local health department, (4) local associations for retarded children, (5) Civitans' scholarships for teachers of the Educable Mentally Retarded, (6) individual, lay, and professional people who were willing to help, (7) workshops, (8) Georgia State Employment Service, (9) Vocational Rehabilitation services, and (10) Department of Family and Children Services.

These resources were available to a varying degree in communities throughout the state. Project personnel utilized the above named resources and encouraged the development of appropriate additional resources, including local resource committees, to meet the rehabilitation needs of the mentally retarded.

C. Project Services:

As the project was initiated in each local school system, the Vocational Rehabilitation consultant assisted the principal, the teacher and coordinator of Special Education in evaluation of the scope and sequence of experiences made available to the mentally retarded. In most schools, pupils were housed in a self-contained unit where the instruction was academically oriented. During the initial evaluation, possibilities were explored and plans were made for the placement of the mentally retarded in selected regular classes and on training stations both on and off campus.

Nine separate project services were offered:

1. Vocational Evaluation: The Project assumed that all participating mentally retarded pupils could benefit from the rehabilitation services offered. In an effort to identify needs and establish eligibility for Vocational Rehabilitation services, each mentally retarded pupil-client received an initial vocational appraisal. Starting with the older pupil-clients, the Special Education teacher completed an appraisal and referral form. This form permits a subjective comparison of the retarded individual with an average person of the same age, race, and sex on the basis of personal habits, attitudes, social skills, work traits and skills, and emotional stability.[2]

The completed appraisal form was given to the vocational rehabilitation consultant who reviewed the contents, interviewed the pupil-client and made a home visit to interview his parents and explain the program. Following his review of other school records and interview of parents, the consultant scheduled the pupil-client and one of his parents for vocational appraisal clinics. While at the clinic, a licensed psychologist interviewed the mentally retarded client and administered intelligence and personality tests.

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[2] Appendix I.

The consultant administered vocational tests to the client and interviewed the parent for specific data. After the interview was completed, the consultant and the psychologist reviewed the data including impressions and possible implications. Upon receiving the psychological evaluation, and a current physical examination report, the consultant developed a vocational appraisal report summarizing background information, physical capacities, intellectual capacities, emotional factors, vocational test results, and vocational implications.[3]

2. Vocationally Oriented Curriculum: Needs identified in this initial appraisal served as a basis for the consultant, teacher, pupil-client and his parents to develop a pre-vocational training plan. This plan included a counseling statement, vocational preference, special and regular class assignments together with recommended school work-in and school work-out pre-vocational training experiences.[4] The development of this pre-vocational training plan provided excellent opportunities for communicating philosophies, techniques and procedures that must place priority on meeting the needs of the individual mentally retarded pupil-client. These plans added a vocational orientation to the curriculum.[5]

3. Personal, Social and Work Adjustment: Originally, it was anticipated that part-time work opportunities would be developed in occupations compatible with the ability of sixteen to twenty-year-old mentally retarded pupils enrolled in secondary programs.

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[3] Appendix X.

[4] Appendix IX.

[5] See Chapter IV.

As this phase of the project was initiated, it became apparent that most of the pupil-clients needed preparatory vocational experiences prior to placement on a part-time job in a commercial establishment. Although the scope and sequence of these experiences varied, efforts were made to develop and make available a number of preparatory vocational experiences. For example, equipment was utilized in classrooms for vocational orientation. Pupil-clients from three systems were scheduled into general shop courses. Work laboratories were developed in two systems, utilizing samples of work available in the community as a means of providing vocational orientation. They were also used to evaluate to a degree, the vocational potential of the 14 to 16-year-old pupil-clients. Training stations on-campus were developed and utilized to evaluate and develop basic worker traits and skills in pupil-clients 14 years of age and above.

In the metropolitan area of Atlanta, the A. P. Jarrell Pre-Vocational Evaluation and Training Center was developed and utilized as a transitional facility where 16-year-old pupil-clients received work experiences under trained supervisors. Pupil-clients from six systems were provided work-shop experience on a selective basis in five workshops.

The consultant, functioning as a vocational rehabilitation counselor, assisted the teacher in selecting vocationally oriented equipment for the classroom, determining appropriate regular class placements, and identifying training stations on and off campus. He assumed primary responsibility for locating training stations off campus and in most instances provided counseling and follow-up supervision to the pupil-clients. Superintendents in a few school systems permitted teachers to utilize a specific amount of released time in the supervision of pupils on part-time jobs.

Pupil-clients received school credit for experiences on training stations on and off campus. Generally, they participated in a training station for two periods on campus and for one half day off campus. During the time these pupil-clients were in the Special Education classroom, the teacher assisted them in the solution of academic, personal, social, emotional, and vocational problems.

4. On-the-job Training: Although on-the-job training should be an effective type of training for mentally retarded individuals, this type of training had not been used extensively in this state. This project encouraged more extensive utilization of this approach to secure specific vocational training.

The Resource Committee members who represented business and state employment service provided helpful suggestions as to the existance, prevalence, and location of on-the-job training opportunities. During the project, numerous pupil-clients received on-the-job training in various jobs.[6]

5. Vocational Training: The consultant for the mentally retarded worked with state and local representatives of the Division of Vocational Education, local school officials, private vocational training school officials, and vocational rehabilitation counselors in a cooperative effort to expand vocational training opportunities for mentally retarded young adults. In communities with a technical and

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[6] See Chapter VII.

vocational school, the consultant encouraged appropriate officials to permit feasible mentally retarded pupils to engage in a flexible vocational training program. For the most part, these efforts were unsuccessful since high academic requirements prevented the formal admission of most mentally retarded clients. The State Director of Vocational Education agreed to develop a vocational training program for a class of mentally retarded clients in one job area as a demonstration in an Area Trade School. Unfortunately, it was not possible to identify a sufficient number of clients with the same vocational objective who would be permitted by their parents to reside at a Trade School during the time necessary to complete a specific trade course. However, about one percent of the pupil-clients received specific vocational training in private vocational schools in their home communities.

6. Case Work: It was anticipated that the Vocational Rehabilitation consultant would guide the local Vocational Rehabilitation counselor in working up case material and in developing feasible vocational rehabilitation plans on clients served through the secondary program. Since the consultant carried these clients on his caseload until they demonstrated vocational potential--successful performance on a job in most instances--the consultant did most of the case work during the first three years of the project.

7. Counseling: Project 836 was based on the precept that counseling is one of the major vocational needs of the mentally retarded. Historically, teachers and parents have been the major resources for counseling the mentally retarded. This project proposed the utilization of a Vocational Rehabilitation counselor as an additional

community resource for counseling.

In his role as a counselor, the Vocational Rehabilitation consultant counseled with the teacher in regard to the vocational needs of individual mentally retarded pupil-clients which might be met in the classroom. He counseled individually with pupil-clients with reference to feasible vocational objectives and problems encountered in work-study experiences, on-the-job training, and job placement. Both the teacher and the consultant counseled with parents and employers.

8. Job Placement: Permanent job placement was an integral phase of the community program for the mentally retarded. Each member of the Resource Committee shared the responsibility for job placement of pupils who participated in the secondary school program. However, the Vocational Rehabilitation consultant and the counselor for the mentally retarded assumed the primary responsibility for job placement. Of 966 pupil-clients who had graduated or had dropped out during the five year period, a total of 371 had been placed in satisfactory employment, followed-up and closed rehabilitated

9. Follow-up: The local school system and the Division of Vocational Rehabilitation had a mutual interest in the results produced by the secondary school program. Therefore, the counselor for the mentally retarded and the local teacher shared the responsibility for follow-up on the job. The Vocational Rehabilitation counselor for the mentally retarded terminated his counseling and guidance services when the client achieved a satisfactory adjustment to the job and became habilitated or rehabilitated.

D. Problems of Implementation:

The implementation of pre-vocational training plans constituted a major challenge to Project 836. Some of the major considerations included the following: (1) the current curriculum, (2) teachers prepared for academic remedial teaching, (3) resistance from teachers of necessary general courses, (4) the orientation of faculty and non-teaching personnel who supervised jobs recommended as training stations, (5) restrictive schedules for pupils and teachers, (6) schools which did not give credit for training station experiences, (8) lack of acceptance of the mentally retarded in the community, (9) absence of training opportunities in commercial establishments, (10) fear of accidents by parents and teachers, (11) lack of sheltered work facilities, (12) reluctance of local Vocational Rehabilitation counselors to accept the mentally retarded pupil-client until the client demonstrated vocational potential by successful job performance, (13) large caseloads carried by Vocational Rehabilitation consultants.

Obviously these problems had to be resolved in order to meet the rehabilitation needs of the mentally retarded and achieve the goals of this project. The resolution of most of these problems will be discussed in subsequent chapters. However, some of the approaches and solutions from a general viewpoint should be noted here.

Project and Special Education personnel on both state and local levels discussed these problems as they were encountered and reacted positively to problems in their respective areas of responsibility. This response by the staff best demonstrated their consciousness of the need for improvement. For example, during the first year of the project, the Special Education consultant in Mental Retardation began to emphasize in her work with teachers and coordinators revisions in curriculum and lesson plans to include vocational experiences. The Vocational Rehabilitation consultant, principal, coordinator, and teacher shared the responsibility for orienting faculty, securing modifications in pupil-client and teacher schedules, giving school credit for training station experiences, and working through resource committees and other organizations and individuals in improving the image of the mentally retarded and thereby developing opportunities for work-study programs. Vocational Rehabilitation consultants developed, through cooperative efforts, work adjustment services for the mentally retarded in five workshops. Accident coverage was secured through the Georgia Association for Retarded Children for clients in the work-study phase of the project. Extension and Improvement funds were secured through the Rehabilitation agency for an in-service training program for Vocational Rehabilitation and Special Education staff participating in the project.[7] Also, an evaluation and pre-vocational training center was developed to assist pupil-clients to form basic worker traits and skills prior to entering training stations in commercial establishments.

E. Utilization of School and Community Resources:

1. School Resources: The school resources were regular class placement, past school records, work-ins, teacher counseling, and Special Education classes. These resources were used by the team to determine the following: (1) educational achievement, (2) the relationship to authority figures and peers, (3) social ability, (4) personal habits, (5) attitudes, (6) worker traits and skills, (7) emotional stability,

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[7] Appendix XI.

(8) level of maturity, and (9) level of ability to function independently.

These resources were utilized both for evaluative and training purposes, the determining factor being whether the major emphasis was evaluation or training. Teaching was being carried on concurrently with the data collection. A program to develop areas in which improvement appeared possible was initiated at any point at which the team felt it was appropriate for the individual. For example, a pupil-client might have been placed in a regular class to evaluate his ability to use measuring tools and to evaluate his manual dexterity in use of both hand and power tools. The Special Education Teacher would work with the shop teacher; and as soon as the individual needs were identified, would start a coordinated program to develop all areas in which a contribution could be expected.

2. Community Resources: The community resources included business establishments, transportation systems, sheltered work facilities, key people, public and private agencies and organizations, and interested individuals. These resources were utilized by the team to evaluate and develop the following: (1) the ability to travel independently, (2) basic worker traits and skills, (3) attitudes, especially the relationship with authority figures and fellow workers, (4) social ability, and (5) work stability.

The teacher utilized the information from these resources to develop and adapt the pupil-client's program to a functional and vocationally-oriented one. Materials and class activities were related to the pupil-client's needs in developing his ability to function in the community. For example, prior to placement of a pupil-client in a hospital as a nurses' aide, the teacher would familiarize the pupil-client with the vocabulary and equipment used in an actual job situation. The teacher would immediately start a program for vocabulary building and instruction in the proper uses of equipment as well as other aspects of a job as outlined in the training station guide. Counseling emphasis would slant to the total needs of job competency and would be related to community living. The total efforts of Vocational Rehabilitation and Public School personnel were to provide a wide variety of activities and experiences which were and could be related to total development of the individual, both educationally and vocationally.

F. Project Expansion

The early enthusiasm engendered by the project presented the project staff with a dilemma. As the program progressed, other secondary schools requested that they be included in the project. These requests became more numerous and insistent. Finally, a critical decision had to be made as to whether more schools should be included. Several considerations merited attention before this decision could be made. First, the question as to whether the approach taken in the project would meet the needs of the schools was considered. It was felt that adequate time was needed to demonstrate the project and make possible modifications before enlarging its scope. On the other hand, similar programs offered indications of success and if modifications became necessary, these could take place in the total on-going program. Many other schools were planning to start or had started some type of secondary program. It was to the advantage of all concerned for these programs to begin with a coordinated program. Much effort was employed in overcoming problems created by unsound programs developed in some participating schools prior to the project. There was also a humanitarian consideration. It was possible to expand the program and it was felt that the program would, in large measures, meet the needs of the mentally retarded high school age pupil. Could schools meeting the criteria, then, be included in the project? A decision was made to expand the project to those systems meeting the criteria and requesting inclusion as this became feasible from the standpoint of staffing.

The following table shows the expansion in Vocational Rehabilitation staff, school systems, schools, classes, and pupil-clients in the five years from 1961-62 to 1965-66:

TABLE 1[8]

YEAR:	1961-62	1962-63	1963-64	1964-65	1965-66
STAFF:	4	6	8	18*	30*ˣ
SYSTEMS:	7	13	17	25	35
SCHOOLS:	20	37	45	63	84
CLASSES:	25	47	57	80	125
PUPIL-CLIENTS:	338	719	1,316	2,216	3,636

*A. P. Jarrell Pre-Vocational Evaluation and Training Center has eight staff members not included in these figures.

ˣSix Vacancies

The rapid expansion of project services to additional school systems created problems in orientation and communication. In an effort to meet these needs and strengthen the overall project, a comprehensive in-service training program was developed through an Extension and Improvement Grant.[9]

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[8] Source - Project Records

This rapid expansion made it extremely difficult for the Vocational Rehabilitation consultant to meet his commitments. This problem could be lessened, perhaps, by providing relief to the Special Education teacher during a portion of the school day. In this manner, the teacher would have more time to supervise the off-campus work-study program.

The Unit, Services for Exceptional Children agreed to provide "relief" teachers in the medium and large systems. While provision of "relief" teachers was found beneficial, it did not solve the problem of large caseloads carried by the Vocational Rehabilitation consultants. As pointed out earlier in this report, most of the local Vocational Rehabilitation counselors were reluctant to accept these clients until they had demonstrated vocational potential.

Some of the factors which created this problem included: (1) lack of time to provide the comprehensive services required by the mentally retarded along with the duties of a large regular caseload, (2) large caseload, (3) emphasis on physical restoration, (4) a felt need by the Vocational Rehabilitation counselor to increase the number of rehabilitated over the previous year, (5) a tradition that the Vocational Rehabilitation counselors had purchased services, but in this program, they would be a provider of services, and this placed them in a role for which they were not trained, (6) a break from tradition in working with handicapped individuals prior to age 16 and/or prior to the completion of a public school program, (7) the concept that the mentally retarded in general were not employable, (8) resistance to change, (9) the length of time that was required to rehabilitate the mentally retarded--usually four to five years--and (10) the lack of facilities for evaluating and training the mentally retarded. Continued resistance led to the decision by the Director of Vocational Rehabilitation to employ and assign counselors to work full time with mentally retarded pupil-clients in this project and the expanded program with Special Education and the public schools. These counselors worked under the supervision of the Vocational Rehabilitation consultants during the fourth year of the project.

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[9] Appendix XI.

G. Facility Development:

It became apparent early in the project that controlled, sheltered facilities would be needed in the larger systems to assist both in the evaluation and adjustment training of the retarded.

Two different types of facility units were developed. A pre-vocational evaluation and training center was developed first and then work laboratories were developed.

1. Work Laboratory: A work laboratory is designed to include samples of jobs available to the mentally retarded in a local community. In this facility pupil-clients were introduced to the appropriate tools and equipment used in various jobs. He is placed in a work setting where his traits and skills, as well as other factors that affect employability, are evaluated. This performance evaluation is utilized by the team as a guide in structuring a program of development for the educable mentally retarded.

The contents of a work laboratory varies from one location to another since it is designed to meet the specific needs of the pupil-clients in a given locale. Its design and operating procedure must be flexible enough to allow adequate time for a thorough evaluation regardless of an individual's speed.

The work laboratory was usually located in space within the school, or at least on the school grounds. A qualified evaluator was assigned to the unit. This unit contained a number of job samples which were designed to provide specific information about the pupil-client. The data related to a pupil-client's ability to follow instructions, his attitudes, his ability to carry out job tasks, neuro-muscular coordination, his stability on the job, his level and speed of performance, and many other factors. The evaluator had the responsibility for the pupil-client's evaluation in the work laboratory, as well as the responsibility for relating this information to the teaching staff, vocational rehabilitation counselor working with the pupil-client, and the public school staff. It then became the joint responsibility of staff members to implement the pupil-client's individual program for educational and vocational development.

Adjustment training can be carried out in the work laboratory to assist the more difficult pupil-clients in developing personal, social, and work skill prior to placing them in a less sheltered training situation.

2. Pre-Vocational Evaluation Training Center: One year of experience in RD-836 demonstrated the need for an organized evaluation and pre-vocational training station facility which would serve as an intermediary step between training stations on campus and training stations in commercial establishments in the community. Most of the pupil-clients who were sixteen years of age were not sufficiently mature to be recommended for a training station in a commercial establishment. The need for a pre-vocational center was acute in the metropolitan area of Atlanta where there

seemed to be a lack of community cohesiveness coupled with stiff competition for jobs which would be appropriate as training stations for mentally retarded pupil-clients.

In an effort to meet this need, the Georgia Division of Vocational Rehabilitation utilized Section II Funds to develop, equip, and staff the A. P. Jarrell Pre-Vocational and Evaluation Center in Atlanta. This center featured a planned evaluation and vocational adjustment training program that met the established state and federal standards.

Work conditioning consisted of a planned series of experiences on actual or simulated jobs which were within the ability of the mentally retarded pupil-clients. These experiences were designed to provide the pupil-client with work experience background in a variety of job areas under the guidance of trained personnel. A "training station" served as the unit of the center around which these pre-vocational work adjustment experiences were organized.

Work evaluation consisted of an appraisal of the pupil-client's aptitude in a variety of specific jobs, his performance as compared with individuals who were gainfully employed in these specific jobs, and his potential for benefiting from subsequent vocational rehabilitation.

The evaluation and pre-vocational training facility was designed to achieve the following objectives:

1. Utilize realistic and practical occupational samples to confirm or test stated and demonstrated vocational interests.
2. Provide work conditions for adolescent mentally retarded pupil-clients concurrently with other secondary school experiences.
3. Make available a variety of occupational samples used to familiarize retardates with the basic tools, nature, practices, and procedures of several occupations.

4. Utilize pupil-client's performance in occupational samples to assist him and school personnel in the selection of appropriate pre-vocational training stations in commercial establishments.

5. Serve as a demonstration of techniques and procedures for utilization in medium to large school systems and the area vocational schools.

Areas of Evaluation and Pre-Vocational Training Within the Center

Five pre-vocational training stations were developed. Two stations for males, two for females, and one for both sexes were provided. These stations included a cafeteria, a personal service unit, a general shop, an automobile service station, and job samples for federal employment. Each station constituted a multi-purpose unit designed to provide work conditioning and basic orientation in more than one job area. Experiences in each training station were provided for a period of from three to six months or longer if needed.

1. Cafeteria

Pupil-clients were provided actual experiences in preparing and serving food, as well as cleaning the cafeteria. The patrons of the cafeteria were mentally retarded pupil-clients enrolled in the Pre-Vocational Evaluation and Training Center, pupil-clients from the Bobby Dodd Workshop, staff members, and other groups that had a direct interest in or a responsibility for the mentally retarded. The cafeteria was not open to the general public. Experiences which pupil-clients received had vocational implications for the following job objectives:

a. Cook's Helper

b. Salad Maker

c. Food Server

d. Bus Boy

e. Waitress

f. Janitor

g. Other

2. Personal Service Unit

This training station consisted of a five-room house equipped with modern furnishings and appliances. The house was erected inside the facility. Mentally retarded females were rotated through this station to gain experiences in using modern household equipment, practicing cleaning techniques, and attending the invalid and aged. The pupil-client's performance in these areas was related to the following tentative vocational objectives:

a. Domestic Work

b. Baby Sitting

c. Companion

d. Attendant to the Invalid and Aged

e. Homemaking Aide

f. Nurses' Aide

g. Other

3. General Shop

This station contained the basic tools and equipment used in the following trades: (1) brick masonry, (2) carpentry, (3) plumbing, (4) bench work, (5) tile setting, and (6) furniture refinishing. Pupil-clients were rotated through each trade area in an effort to evaluate their work aptitude and teach them the identification, care, and limited use of the various tools. Pupil-clients applied the skills learned in practical and realistic situations. This work conditioning and job sampling was designed to identify interest and aptitudes which could be used as a basis for recommending the placement of the pupil-client as a helper in the trades area.

4. Automobile Service Station

   Standard equipment was used to provide actual experiences in automobile servicing. These work experiences included washing, polishing, and lubricating automobiles. Pupil-clients were oriented in the identification, care, and limited use of tools. Work conditioning and job sampling in this pre-vocational training station permitted the identification of interest and aptitudes for a pre-vocational training station in a commercial establishment as a service station attendant or mechanic's helper.

5. Job Samples for Federal Employment

   This unit contained samples of several jobs available in federal installations in this area. Pupil-clients received specific evaluation and adjustment training in relation to these operations. The samples available included: operation of a collating machine, filing, simple typing, operating duplicating machines, acting as messengers, and others. These job samples afforded a trained evaluator an opportunity to assess and determine the pupil-client's ability to perform specific jobs of this type.

During the time the pupil-client received work evaluation and conditioning at the pre-vocational center, monthly progress reports were sent to the Vocational Rehabilitation counselor and teacher. These reports provided a basis for specific emphasis in teaching and counseling.

By the time the pupil-client completed his pre-vocational training, the Vocational Rehabilitation counselor and the staff at the Center had determined the job areas in which the pupil-client exhibited the most aptitude. With the help of the local Resource Committee and the pupil-client's teacher, the vocational rehabilitation counselor secured a training station for the pupil-client in a commercial establishment. His assignment in a commercial training station was made on the basis of demonstrated abilities and needs. While the pupil-client rotated through a series of training stations on a semester basis, he continued to attend school part time until he received his certificate of graduation or dropped out and entered full time employment.

CHAPTER IV

Curricula Development

Prior to the initiation of this project, teachers developed, to the best of their abilities, the instructional materials for use by their pupils who were mentally retarded. The lack of a special curriculum represented a considerable hardship for many teachers since most of them had been accustomed to following a curriculum guide. In many instances the lack of a formalized curriculum also resulted in a weak program, since a teacher would be teaching several grade levels. The ingenuity and inventiveness needed to develop curricula for the several grades became overtaxed. The curriculum followed by most teachers tended, therefore, to be similar to the regular academic school program but presented through elementary level materials.

While an accepted objective of secondary education is that of preparing youngsters to take their places in the adult working society, the accomplishment of the objective was measured in terms of the pupil acquiring prescribed academic or vocational skills. Such pupils, it was assumed, who completed the prescribed program would also have developed socially to the point where they could take their places in society.

A. Contribution of Project Activities

One of the objectives of the project was to cooperate with the Division of Instruction and local school systems to develop a meaningful and effective curricula for the mentally retarded and to utilize community resources in secondary programs. The project staff confined itself generally to promotion and advisement in the areas of client evaluation, occupational information, personal adjustment, pre-vocational training, vocational training, and community resources utilization. Suggestions and recommendations for curricula revisions were made in a variety of ways by the project staff.

1. Referral and Appraisal

Special Education teachers utilized a Vocational Rehabilitation referral and appraisal form to refer pupils for service. This form requested a variety of information including a comparison of the pupil with an average person of the same age, race, and sex on the basis of specific items organized around personal appearance, attitudes, social skills, worker traits and skills, and emotional stability. As the teacher registered his appraisal of the pupil on the 57 specific items, he developed an awareness of factors which seemed to be significant in the vocational rehabilitation of the mentally retarded.

2. Vocational Appraisal

As previously mentioned in Chapter III, each pupil who was referred to the project received a medical, social, psychological, educational, and an initial vocational evaluation which were incorporated into a vocational appraisal report. This report which was shared and discussed with the teacher often contained suggestions for experiences for the individual to help him develop vocational potential. Most teachers exhibited a willingness to change their emphasis with various pupils to help meet their needs as revealed by these reports. Conferences took place between the consultant and the teacher about the data available and additional information needed to complete the educational and vocational planning with family and pupil-client. Discussions were held regarding the various classroom activities which would provide vocational orientation and prepare the pupil-client for the School-Work Program.

3. Pre-Vocational Training Plans

A pre-vocational training plan[1] was developed for each eligible pupil-client in cooperation with the Special Education teachers. This plan provided a counseling statement, vocational preference, special and regualr class assignments, as well as a listing of recommended school "work-in" and school "work-out" pre-vocational training experiences. The content of these plans helped the teacher plan an individualized curriculum of experiences in the classroom which assisted the pupil-client in the solution of problems he encountered in scheduled pre-vocational training stations.

The structuring of all activities, both educational and vocational, was intended to provide an integrated scope and sequence of experience which would develop community competency for each individual pupil-client. This individualized curriculum provided an impetus for individual, school, and system curricula development.

4. Work-Study Program

Another objective of the project was to cooperate with local school systems, local vocational education representatives, local Vocational Rehabilitation counselors, local agencies and organizations in the development of work-study programs, on the job training, and employment opportunities.

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[1] Appendix IX

As this phase of the project was implemented and clients encountered problems on the job, the Vocational Rehabilitation consultant informed the teacher of these problems and made recommendations to him, the coordinator and Special Education consultant in mental retardation for curriculum revisions. These recommendations pertained to assistance which might be given the client in the solution of personal, social, emotional, pre-vocational and employment problems prior to or during the time a pupil was receiving Vocational Rehabilitation services.

Businessmen were contacted by different team members regarding assignment of pupil-clients to various jobs for adjustment training, and it was explained that in reality their businesses were becoming a part of the school. This was a new concept in curriculum for the educable mentally retarded in the state. In reality the operator of a business became a classroom teacher for the pupil-client on the job.

5. Pre-Vocational Training Station Guides

One of the major contributions of the project staff to curriculum development was the development and utilization of pre-vocational training station guides. The guides developed for most of the school "work-in" and school "work-out" training stations generally contained the following information:

1. Title of job and Dictionary of Occupational Title classification.
2. General objectives (pupil needs which could be met on this job)
3. Description of the job.
4. Physical requirements.
5. Worker traits and skills (those emphasized on a particular job)
    a. Personal
    b. Social

    c. Vocational
    d. Contributions teacher can make toward developing these skills
    e. Contribution trainer or employer can make toward developing these skills

6. Working Conditions
7. Hours
8. Wages
9. Job Opportunities
10. Experiences (outlined recommended sequence of experiences in the job and related classroom experiences)[2]

In addition to enriching the secondary program curriculum for the mentally retarded, these pre-vocational training guides provide vocational orientation for special education teachers, guidance for the client and trainer, and justification for awarding school credit for pre-vocational training experiences both on and off campus.

6. Training Stations

Training stations both on and off campus were utilized for personal, social and vocational adjustment as well as on-the-job training. Initial placements were made on campus. However, subsequent placements which were made in a pre-vocational training center or commercial training stations emphasized personal, social, and vocational adjustment in a competitive situation.

Pupil-clients were rotated through established training stations, usually each grading period or semester, in an effort to help them develop basic worker traits and skills, confirm test results and stated interests, develop a broader vocational background, and identify the most feasible vocational objective.

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[2] Appendix XII

Among the training stations utilized by the project were the following: convalescent homes (nurses' aides), florist & gift shops (helpers), laundry (helpers), printing companies (helpers). beauty shops (helpers), grocery stores (bag boys, clerks), service stations and garages (attendants and mecanic's helpers), bottling companies (helpers), restaurants and cafeterias (food service), business offices (office helpers -- clerical work), hospitals (maintenance helpers and nurses' aides), kindergartens and nurseries (child care), retail stores (helpers and stockboys, warehouse helpers), veterinarian's offices (helpers), as well as many others.

7. Community Involvement

The final and foremost specific objective of RD 836 was to increase substantially and more effectively the number of mentally retarded individuals being prepared for remunerative employment. Therefore, project personnel viewed the prospective employer of the mentally retarded in the comminity as the final authority on job readiness. As pupil-clients were placed on training stations in commercial establishments, the businessman was asked to submit to the counselor and the teacher a monthly work adjustment report. This report identified problems encountered by the client on the specific job and made suggestions to the teacher and counselor for correcting specific difficulties. Many of these suggestions held implications for curricula revisions.

The personal contact teachers had with businessmen and their observation of pupil-clients on the job however limited they were in most instances, enabled the teacher to better relate academic activities in the classroom to the vocational needs and goals of pupil-clients. In these ways the community participated in curricula evaluation and development.[3]

B. Curricula Guides

Participants in the project at both state and local levels felt an urgent need for the development of an appropriate curriculum for the educable mentally retarded in the participating school systems. In 1962 the Services for Exceptional Children Unit made application for a federal grant to develop a teaching guide for mentally retarded pupil-clients. This effort was unsuccessful as the development of a teaching guide was viewed as the responsibility of the State Department of Education.

At the state level, the Division of Instruction organized a Committee on Curriculum which was composed of representatives from the University of Georgia, Vocational Rehabilitation and the Services for Exceptional Children Unit.

This committee evaluated and supported a scope and sequence chart entitled "Cooperative Development Program for the Educable Mentally Retarded" which was developed by the Division of Instruction, The Division of Vocational Rehabilitation, local school systems, and communities. The chart as developed by the committee recommended learning experiences in Special Education, regular classes and training station utilized in the work-study phase of RD-836. It also outlined the areas of specialization and joint responsibility for the educational consultant, special teacher, Vocational Rehabilitation consultant and counselor in the cooperative program. This chart was distributed among participating systems with recommendations for its utilization in the development of local curriculum guides.[4]

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[3] Appendix VII

Project staffs at both the state and local levels continued throughout the project to participate actively in curriculum planning meetings with Special Education and provided copies of selected books and classroom materials which had vocational implication. In 1963 the Services for Exceptional Children Unit developed a Guide to Curriculum Development for Educable Mentally Retarded Children. This was a working copy, and copies were distributed to all coordinators and teachers of the educable mentally retarded throughout the state.

This guide contained a description of developmental tasks of adolescence, suggested appropriate activities for the mentally retarded, and provide examples of units on pre-vocational training and procedures for employment.

Concurrent with and subsequent to the development of this guide, local participating school systems developed sections of curriculum guides and three of the original seven participating school systems completed and published a formal curriculum guide for the educable mentally retarded. Project staff participated actively in the development of these curricula guides and helped influence their vocational orientation.

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[4] Appendix XIII

CHAPTER V

EVALUATION, COUNSELING AND PLACEMENT

Three of the major rehabilitation needs of the mentally retarded included evaluation, counseling and placement. In Project RD-836, evaluation and counseling began the day a pupil-client was referred, continued over a period of four to five years, and ended with a follow-up visit subsequent to job placement and closure of his case as rehabilitated.

A. Evaluation

The initial step in the evaluative process after referral of pupil-clients by the local school system to Vocational Rehabiliation, consisted of a comprehensive review of school records kept on the individual pupil-clients. From these records it was possible to determine each individual's past academic performance and the number of years he had been in Special Education classes at the elementary level. Records of previous testing and an estimate of the pupil-client's level of academic functioning were obtained at the time of referral. The school records also contained specific information such as date of birth, family background, and home address, which proved to be of value to Vocational Rehabilitation as the evaluative process progressed.

A comprehensive evaluation of social factors which influenced the pupil-client's ability to function was the second step in the evaluative process. A home visit was made by the Vocational Rehabilitation consultant or counselor to obtain information about parental attitudes toward the pupil-client, socio-economic level of the family, and many other aspects of family dynamics. It was important during this initial contact to explain the philosophy and objectives of the work-study program and the role of Vocational Rehabilitation in the school program to the parents, in order to gain their support and cooperation. The teacher made a valuable contribution in the evaluation of the pupil-client's social skills by observing the individuals in the school setting and reporting these observations to the Vocational Rehabilitation consultant. The areas reported included: ability to relate to peers and authority figures, ability to carry on a conversation, his acceptance in groups, general attitudes, and personal habits. Many other factors were included in the teacher's evaluation and reported by use of the Form VR:MR:1[1].

Medical evaluation included the examination of each pupil-client by a physician and follow-up examinations by medical specialists if indicated by the general medical examination. In some cases, the school records contained data on medical history which aided in this evaluation.

A comprehensive psychological evaluation was a vital part of the evaluation of every pupil-client. A licensed psychologist provided detailed information about the pupil-client's mental development, personality dynamics, and functioning ability. In almost every case, the Wechsler Intelligence Scale for Children, or the Wechsler Adult Intelligence Scale was used to determine the pupil-client's mental development and functional level. Along with a comprehensive, diagnostic interview, projective techniques, including the Bender Gestalt Test, the Thematic Apperception Test, the Draw-A-Person, and the Rorschach were used for an evaluation of the pupil-client's personality development, and to determine if there was a personality problem which would have to be dealt with during the rehabilitation process. A consultation period between the examining psychologist and the Vocational Rehabilitation staff member, who was conducting the pupil-client's evaluation, was held immediately following the testing session, which gave Vocational Rehabilitation consultants or counselors a better insight into the pupil-client's psychological makeup. The examining psychologist developed a formal report which became a part of the pupil-client's record, and was very valuable throughout the evaluation and training process. This report included pertinent background information, both social and educational, a description of the pupil-client's attitudes, expectations, and feelings, a report of the intelligence test scores, including subtest scoring, a discussion of the meaning of these scores, a report of personality testing, and a summary in which suggestions were made identifying the strengths and weaknesses of the pupil-client's specific needs and recommendations as to how these needs could be met.

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[1] Appendix I.

Vocational testing was conducted along with psychological testing to determine the pupil-client's dexterity skills, hand-eye coordination, direction following ability, distractability, and general level of motivation, along with specific skills determined by the tests administered. Appropriate aptitude test (Crawford Small Parts Dexterity Test, Purdue Pegboard Manual Dexterity Test, Minnesota Rate of Manipulation Test, and others as indicated) afforded an appraisal of the pupil-client's ability to use small tools, follow patterns--both oral and demonstrated--and assist in assessing his ability to function under a given set of rules, and his reaction to this structture. Again, the reports by the teacher expanded the vocational evaluation by reporting on the client's abilities and liabilities by use of the VR·MR:1[2]. Written and oral reports received from the school work-in and school-out activities in which the pupil-client participated were a vital part of the vocational evaluation which continued throughout the pupil-client's rehabilitation process.

In addition to the personality evaluation provided by the examining psychologist, the emotional evaluation of the pupil-client was expanded by observations of the teacher, Vocational Rehabilitation staff member and the supervisors of the training stations, since many aspects of an individual's personality make-up became evident only under real-life stressful situations. From these observations a great deal was learned about the pupil-client's ability to interact with others, his self-concept, ego strength, dependency, needs, and overall emotional stability.

B. Counseling

Counseling in this project was a continuous process which began with the first contact made by a member of the team (counselor) and the pupil-client (counselee). The Vocational Rehabilitation counsultant or counselor was the team person who appeared to have the major responsibility to help the family or individual work through problems and understand his needs. However, in many instances, counseling was provided by a member of the public school staff---teacher, principal, coordinator, or guidance counselor. The team could ask the aid of a minister, or a friend of the family to assist in establishing a relationship in order that counseling could take place.

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[2] *Ibid.*

The team had to determine whether particular situations could best be resolved by joint or individual counseling, and which team member or members were best equipped to handle the problems. Also the determination had to be made whether this was a situation which could best be given direction by counseling with the parent, counseling with the pupil-client alone, or joint parent, pupil-client counseling. Then, a proper climate for effective discussion of the problem would need to be created.

The teacher was usually the person to explain a new or different program which had been initiated in the school. This was accomplished by an explanation of the new program followed by a question and answer period. The teacher had to make time available to answer questions individually, and to respond to many questions presented by parents by phone or in a personal conference. Since the school usually had the confidence of the parents, there was an opportunity to bring the Vocational Rehabilitation consultant into the picture through a joint conference with the parents. This gave the team members an opportunity to explain the purposes of the program, enlist the aid of parents, explain the role of the pupil-client, and outline the Vocational Rehabilitation aspects of the program. It was made perfectly clear that this program was designed to help the pupil-client explore work situations concurrently with their school programs and to aid them in their vocational and social adjustment. Once the interest and cooperation of the parents was secured, a major hurdle had been crossed. No more could be done for an individual pupil-client than the parents of the individual were willing to allow.

The Vocational Rehabilitation consultant was usually better qualified to counsel pupil-clients regarding occupational or vocational goals. Generally two or more conferences were needed with the pupil-client before he understood the relationship of the work-study programs to the total educational program. The teacher was available to support the Vocational Rehabilitation consultant in cases where the pupil-client was reluctant to accept assignments or where the counselee did not understand clearly what was expected of him.

Various members of the team were needed to counsel pupil-clients and/or the parents as pupil-clients were assigned to activities necessary in the evaluative, educative, and rehabilitative process. The activity which generally caused parents the most concern was the fact that their child devoted one half a school day to a job and did not receive pay. In this situation joint counseling by the teacher and Vocational Rehabilitation consultant was necessary. It usually helped to explain that this was another school activity to enable the pupil-client to explore various jobs by actual experience. It was also pointed out that it was not practical for the school to operate a business with a variety of jobs, but that certain businessmen were carefully selected to assist the school in meeting the needs of the pupil-clients in the program.

It was important to counsel with the businessman and to explain the objectives of the program and the contribution he could make in the educational and vocational development of pupil-clients assigned to a job in his business. He had to gain an understanding of mental retardation in order to provide meaningful, structured experiences for the pupil-client. The team had to determine who was best qualified to make the initial contact. Generally, the Vocational Rehabilitation consultant was selected to counsel with the businessman regarding the activities in which the pupil-client needed to participate. The teacher could best describe how the activities in the special classes were correlated to strengthen the abilities of the pupil-client assigned to the business establishment.

Group counseling was effectively used since pupil-clients were often affected by the opinion of their peers. Team members learned that they could use this interaction in a constructive way in counseling situations. The pupil-client could be motivated by the attitudes of his peers to participate in many activities in the work-study program.

It must be repeated that counseling was a continuous process. In joint programs, the team must determine the individual team member best able to assist pupil-client and/or his family resolve problems.

C. Placement

The Vocational Rehabilitation consultant was extensively involved in all placement activities in work-study activities, with other team members assisting in placements when needed and appropriate. Since school personnel were more experienced in class placements, and more knowledgeable about scheduling problems, they assumed a major role in the placement of pupil-clients in special class situations once a determination of mental retardation was made.

Vocational Rehabilitation consultants became more involved in the placement of pupil-clients in regular classes as team members learned more about each individual's needs as a result of evaluation efforts. Information secured during vocational appraisal clinics often pointed to areas of weakness which could be corrected by placement in regular class activities within the school.

There was a close coordination of efforts of the teacher and consultant in the placement of individual pupil-clients on school work-in situations for evaluation. A joint effort was usually needed to explain the purpose of the work-in situation to the persons who supervised the work stations when a new program was initiated within a school. It was necessary to hold case staffings on individual pupil-clients before assigning pupil-clients to the various work-in situations, to insure the effectiveness of the placements. Since school work-in placement usually occured early in the rehabilitation process when the pupil-client was, in many cases, threatened by new situations due to a history of failures in school activities, it was important to select situations which were supportive in nature, and on which the pupil-client could be expected to experience success quickly.

Placement on school work-out situations and on-the-job training situations have been made primarily by the Vocational Rehabilitation consultant. Off campus training station assignments were made when the team members agreed that the pupil-clients had progressed to the point where the pupil-clients could function on and benefit from an off campus work situation. Again, this determination was made in a staff conference involving all team members. The Vocational Rehabilitation consultant explained to the businessmen in the community who were providing the work-out situations, the overall program, and the purpose and objectives of the work-out placments, along with the characteristics of the individuals placed in their place of business.

There was extensive training for the pupil-clients in how to find a job, and how to hold a job interview by the teacher and the Vocational Rehabilitation consultant. This was carried on to develop as much vocational independence as possible in the pupil-clients. Efforts were made to assist the mentally retarded in learning where to seek assistance (Vocational Rehabilitation, State Employment Service) in finding employment in the event it should be needed in the future.

Primarily, permanent job placements were the responsibility of the Vocational Rehabilitation consultant due to the reluctance of some Vocational Rehabilitation personnel to accept transfer of pupil-clients to the Vocational Rehabilitation counselor. Assistance in placements was secured from many sources which had an interest in the education and rehabilitation of the mentally retarded. Many placements were made as a result of the work-study program away from the school campus. Some of these were in a business where the clients had received work adjustment or in similar jobs recommended by the trainer. Also, the Vocational Rehabilitation consultant, teacher, and other members of the team, in looking for placement in the community, found opportunities for permanent placement rather than adjustment training. The State Employment Service was also used in locating job placements.

There has been a steady increase in job placement from the original systems. The first year saw only one pupil-client placed in permanent employment; the second year placement increased to nine pupil-clients; the third year increased to forty-four pupil-clients; the fourth year increased to 107 pupil-clients; and the fifth year increased to 210 in permanent placements. Since the pupil-clients entered the Secondary School Program at age fourteen and the school program was a five year program, it was felt that full impact of this project had not been reached. However, it appears that definite trends had been established as previously indicated in the steady increase in cases closed rehabilitated.

CHAPTER VI

Pupil-Clients

A. General Description

Data to provide a description of the participating pupil-clients in terms of socio-economic status, differential diagnosis, physical development, etc., was not planned. It is felt, however, that a general description of the pupil-clients can be safely made. Such a description is based on the impressions accrued during the five years of the project by various personnel engaged in the project.

The pupil-client, with few exceptions, was a member of a family classified at a lower level of the socio-economic range. If he had siblings, these siblings were also involved in special education classes or were making marginal adjustment in regular classes. The parents generally lacked understanding of their child's limitation and the purposes of special education. The families were found to be fairly supportive, or at least accepting when given assistance in understanding their child and the program.

All pupil-clients were evaluated by a Clinical Psychologist and with few exceptions the diagnosis was that of cultural-familial retardation or "Functional" retardation. Psychiatric examinations were obtained on pupil-clients when the psychologist suspected significant personality problems interfered with intellectual functioning. This represented a very small number of the pupil-clients participating in the project, and the number found to be seriously disturbed did not appear to be significant.

The majority of the pupil-clients had only routine physical examinations and the over-all impression was that only a small number had demonstrable physical disabilities. It is suspected that neurological examinations may have borne out organic dysfunctioning in many cases which would not be noted in a routine physical examination.

A review of the VR-MR-1's[1] obtained at referral gave the impression that the pupil-client generally had difficulty in relating with peers and authority figures. This was most often expressed in passive-agressive type behavior. A sizeable number had come in conflict with school principals, teachers, and/or law enforcement agencies. The pupil-client was rated low in terms of poise, grooming, and conversational facility. In most instances, they were not found to be physically unattractive. The rating sheet suggested, with few exceptions, that the vocational goals of the pupil-client were unrealistic in terms of likely academic achievement. The same was true for the parents. Review of school records on individual pupil-clients indicated that a significant number had been absent from school excessively, and a substantial number had been enrolled in several schools during their school life.

1. Age of Pupil-Clients Entering Program

The age for pupils entering the program ranged from 14 to 21 with the average age for entering being 15.11.[2]

2. I. Q. Measurement of Pupil-Clients

The average I. Q. of the pupil-clients measured[3] during the reporting period was computed in terms of outcome. The mean Full-Scale I. Q. for pupil-clients closed rehabilitated, closed other, and not closed was found to be 71.00, 72.46, and 68.51 respectively.[4]

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[1] Appendix I.

[2] Table 7, Page 96

[3] Testing performed by licensed psychologist.

3. Sex of Pupil-Clients

Sex of pupil-clients was also computed in terms of outcome. The number of males closed rehabilitated, closed other, and not closed was 294, 288, and 1,784 respectively.[5] The number of females closed rehabilitation, closed other, and not closed was 77, 134, and 908 respectively.

It has been the general impression that females have not been as readily referred to special education as males and that parents of mentally retarded females are less likely to insist on secondary education as are parents of mentally retarded males. A further impression is that a surprising number of mentally retarded females marry after completion of elementary schools and this is seldom the case for a mentally retarded male.

B. Description of Services

In order to evaluate the progress of each pupil-client as well as the Project as a whole, a series of "phases"[6] were established. The Vocational Rehabilitation consultant and/or counselor maintained a record of each pupil-client's progress through the various phases and prepared a monthly report indicating the total number of pupil-clients in each phase at that particular time.

The following "phases" are useful for the purpose of describing services received by the pupil-client: Accepted for Appraisal; Accepted for Pre-Vocational Training; Consultation; School-"Work-In"; School-"Work-Out"; Workshop Evaluation; School-Vocational School.[7]

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[4] Table 8, Page 97

[5] Table 7, Page 96

[6] Table 2, Page 93

1. Accepted for Vocational Appraisal

Accepted for Vocational Appraisal indicated that on the basis of preliminary investigation, the pupil-client appeared to be eligible and to possess sufficient strengths to warrant further evaluation in the Program. Table 2[8] shows the number of pupil-clients who were "placed" in this phase during each year of the program. Reviewing 238 cases during the first year of the project was a sizable task. The Vocational Rehabilitation consultants felt an extreme moral pressure to provide services to all pupils as rapidly as possible and at the same time it was necessary that a great deal of time be spent in establishing a sound foundation for the Project.

2. Accepted for Pre-Vocational Training

Accepted for Pre-Vocational Training[9] indicated that the Vocational Appraisal had been completed and the pupil-client was found to be suitable for the program.

As the pupil-client arrived at this phase all background information derived from numerous investigations, results of various examinations, and impressions from interviews were brought together for the purpose of prescribing a pre-vocational training plan. The success of the pupil-clients in the program probably, in large measure, was a result of thorough appraisal and planning.

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[7] Ibid.

[8] Table 2, Page 93

[9] Ibid.

3. Consultation

The pupil-client was placed in this phase[10] when re-evaluation became necessary or when obstacles to the "plan" were encountered. Pupil-clients entering this phase most likely received more attention than pupil-clients who did not enter this phase.

4. School Work-In

Work experiences within the school were provided as a part of the curriculum. These experiences were generally provided to those pupil-clients under sixteen years of age or to those pupil-clients deemed not ready for work experiences in the community.

This area of training was one of the most difficult to establish and maintain. Opportunities for meaningful work, which could be related to the instruction program, were limited in many schools. Teachers often met resistance on the part of school personnel who could offer assistance and supervision in this area. Many schools were using "bright" pupils for jobs which the mentally retarded could have performed. Cafeteria work was often done by pupils in exchange for lunches and the majority of these pupils were "regular" pupils. It was particularly difficult to provide "work-in" experiences for pupil-clients in the larger metropolitan area. This difficulty contributed to the establishment of a pre-vocational center in the Atlanta area.

Nevertheless, a substantial number[11] of pupil-clients were able to participate in school "work-in" experiences[12] and it is felt that greater acceptance was accorded to the mentally retarded in these schools which provided such experiences. In addition, such experiences afforded many pupil-clients an opportunity to develop adequate work skills and habits in an environment which was tolerant and perceived as secure by the pupil-client. Consequently, we would expect the next step, placement in the community, to present fewer problems.

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[10] Ibid.

[11] Ibid.

5. School Work-Out

Work experience in the community was felt to be one of the most vital aspects of the Program. In a real sense the classroom was extended into the community and included community employers as members of the "Pre-vocational" team. Special Education teachers and Vocational Rehabilitation Consultants and/or Counselors worked together in developing appropriate "training stations" in the community. The Special Education teacher assisted in providing supervision. By providing supervision, the teacher was able to incorporate in the curriculum academic needs pointed out in training situations.

The number of pupil-clients provided with "work-out" experiences increased substantially each year of the project.[13] Community work experiences undoubtably caused the pupil-client to become more interested in the school program. Successful work experience in the community provided many pupil-clients with vocational goals when before there had been no goal or certainly not realistic goals.

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[12] *Ibid.*

[13] *Ibid.*

Work experience offered physical activity during part of the school day which seemed to break the monotony of the less physically demanding academic program. In some instances, wages were paid to pupil-clients for their work and this appreared to be a powerful incentive although the introduction of a wage sometimes created problems. For example, some few pupils felt that if they were capable of earning a wage, further schooling was not needed.

6. Pre-Vocational Evaluation and Training Center and Workshop Evaluation

As pointed out previously, it was not always possible to provide adequate evaluation and training within the school for pupil-clients who were not deemed ready for evaluation or training in a community business enterprise. For this reason a substantial number, 732 (21 per cent), were placed in a sheltered evaluation where conditions were closely controlled.

7. School-Vocational School

When the project was formulated, it was felt that many pupil-clients could benefit from part-time training in the state vocational schools. However, it was virtually impossible to secure the enrollment of these pupils in the vocational schools. Only a small number, 96, were able to participate in vocational training as a part of their curriculum with the training being provided by private vocational schools. It appeared only a small number could successfully cope with the demands of the vocational courses offered. In most settings there were not a sufficient number to make construction of such a course economically feasible.

C. Results

1. Holding Power

It is difficult to determine whether the Project influenced the pupil to remain in school for a longer period of time than he would have ordinarily remained under a different program. As pointed out earlier, only a small number of schools provided any kind of a "special" secondary program for the mentally retarded prior to the initiation of this project. Accurate data for comparison is not available, however, the holding power of the project is indicated by the continuation of large number of pupil-clients in the project who were above 16 years of age.[14]

Of the 3,478 pupil-clients reported on, 737 dropped out of school prior to completing the prescribed program. The assumption had been that the drop-out rate would have been almost 100 per cent for those who had reached age sixteen.

2. Employment

A total of 371 (10.6 per cent) pupil-clients were employed by the end of the five year period,[15] and all but two of these were remuneratively employed. 2,685 pupil-clients were continuing in the program at the end of the project.

Jobs which were secured by pupil-clients ranged from unskilled labor to occupations which required special training or from bus boy to welder. Service occupations were predominate in the jobs secured by pupil-clients. A statistical analysis of 100 Mentally Retarded clients rehabilitated by the Georgia Office of Vocational

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[14] Figure 1.

[15] See Chapter VII.

Rehabilitation during the fiscal year 1965-66 reveals 65 of this group were referred by the public schools.

CHAPTER VII

Statistical Analysis of Data

A. Procedure for Collecting Data

The data were assembeled for purposes of this analysis by means of a questionnaire completed by staff involved in the project, and a data sheet[1] in which the Vocational Rehabilitation consultant, working with the individual pupil-client, entered the relevant information from his records.

1. Questionnaire

A questionnaire was designed by the staff of the project, Special Education and the Public School Systems, with a clinical psychologist as a consultant to determine the degree of effectiveness of Research and Demonstration Project 836 in reaching its objectives as viewed by professional personnel involved in the project.

The design calls for group identification, but not individual identification, of the responding personnel. Sixteen questions were presented, each of which could be answered on a five point scale with space for comments. Also, there were four questions to be answered Yes or No, with space for comments. The questions were developed to acquire the views of the individuals participating in the project in some capacity--either working directly with the pupil-clients, or having administrative responsibility. The information requested was related to the project's objectives, and/or to other areas which appeared to have significance to the overall program.

Copies of the questionnaire were sent to the original seven school systems for distribution to their teaching and administrative staff members as well as the Vocational Rehabilitation personnel working in the Project. They were asked to check their position in the program and complete the questionnaire anonymously, and return to the sender. This was an effort to secure their unbiased appraisal of the effectiveness of this project in the rehabilitation of the mentally retarded, and it was felt that this instrument would secure it.

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[1] Appendix XVI.

2. Project Records

The data sheet provided information concerning pupil-client characteristics, such as, his primary disability, age, intelligence test scores, etc.; information concerning the program in which he participated such as the size of the school system, the size of the program in the school system, etc.; information concerning the specific phases of the program and the Vocational Rehabilitation statuses into which the individual pupil-client was entered; and information concerning the outcome for the individual, such as whether the case was closed and how, whether the client dropped from school or completed the program, etc. For purposes of this description, activities of the client within the program were classified according to sixteen phases, which are defined in the following paragraphs.

B. Definition of Pre-Vocational Training Phases

1. Referred and Awaiting Review

The teacher had completed her preliminary evaluation and had provided the Vocational Rehabilitation consultant basic information on the form VR-MR-1.[2]

2. Reviewed and--

   a. Accepted for Vocational Appraisal

   The Vocational Rehabilitation consultant had reviewed the teacher's preliminary evaluation, studied the pupil-client's file, interviewed the pupil-client, and determined that the pupil-client was probably eligible and feasible.

   b. Deferred

   After a preliminary evaluation of available data, the Vocational Rehabilitation consultant does not, at this time, find the pupil-client feasible, but was to be re-evaluated at a later date.

   c. Not Accepted for Vocational Appraisal

   On the basis of available data, the Vocational Rehabilitation consultant did not believe this pupil-client would be able to successfully enter the labor market on a competitive basis.

3. Vocational Appraisal Obtained and--

   a. Accepted for Pre-Vocational Training

   Intellectual, personality and aptitude tests had been administered to the pupil-client. A general physical examination had been completed as well as an interview of one or both parents. Eligibility had been established with adequate personal, social, work adjustment assistance, and the pupil-client had a reasonable chance of competitive employment.

   b. Deferred

   On the basis of the Vocational Appraisal and other data, the consultant did not believe the pupil-client was feasible at this time; but should be reconsidered later.

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[2] Appendix I.

c. Not Accepted for Pre-Vocational Training

The cumulative data on this pupil-client indicated that his intellectual functioning was above the range of mental retardation, that his intellectual functioning was so low that he had no employment potentials, or that his behavioral pattern was such that the consultant did not feel that he demonstrated sufficient potential to be considered feasible.

4. Pre-Vocational Training

a. The Consultation

The Vocational Rehabilitation Consultant and/or the teacher must have a conference with the team or someone about the pupil-client prior to assignment to an activity.

b. Ready for Assignment

The pupil-client was ready to start a program of work-study activities as soon as it was available.

c. School Work-In

The pupil-client was now actively engaged in a situation for evaluation and/or adjustment training on school campus.

d. School Work-Out

The pupil-client was actively engaged in evaluation and/or social, personal, and work adjustment training in a commercial establishment.

e. Workshop Evaluation

The pupil-client was involved in a sheltered evaluation and/or adjustment training away from a school campus.

f. School-Vocational School

The pupil-client was attending public school one-half time and attending vocational school the other half time.

g. Other

The pupil-client was out of school and receiving specific training.

5. Completed Pre-Vocational Training Program

a. Terminated Phase

The pupil-client had been removed from the program because of his moving to an area where no program existed in public school, his moving to another location with no known address, his ineligibility, or his lack of interest.

b. Closed Non-Feasible Phase

The team felt the pupil-client did not have enough work potential.

c. Transferred to Vocational Rehabilitation Counselor

The team feels that pupil-client has demonstrated work potential and is ready for a formal Vocational Rehabilitation plan.

The information provided on the data sheet was coded and punched into data processing cards and subsequently recorded on magnetic tape for computer processing.

C. Questionnaire Analysis and Comments

The questionnaire was distributed to 125 people, and of these, 116 completed and returned the questionnaire. The overall response showed that approximately 80 per cent[3] felt that the project was an effective way to meet the needs of the adolescent educable mentally retarded.

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[3] Appendix XVII.

The question which received the least favorable response was number 14, which had to do with the objective "to involve the local general Vocational Rehabilitation counselor to a greater extent in the rehabilitation of the mentally retarded." The original plan was to transfer pupil-clients from the Vocational Rehabilitation consultants to the local general Vocational Rehabilitation counselor, but since there was only a small number (296) transferred[4] after employability was established, this question probably was not germane to the project.

The other responses were favorable by the total group and by individual groups[5] to the extent that it was the concensus that the negative responses had little bearing on the overall acceptance of this method of meeting the needs of the educable mentally retarded students.

The questions on the questionnaire and total responses on the five point scale with a summation of the favorable responses seem to best illustrate the acceptance of this project. The questionnaire, which is incorporated in this report, contains a summary of individual evaluations and total response, which consists of 116 individuals. The space which precedes years in the PREFACE of the questionnaire that follows served to indicate the number of years--from one to four--the individual systems had participated in the Cooperative Program.

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[4] See Chapter III.

[5] Appendix XVII.

QUESTIONNAIRE REGARDING THE COOPERATIVE RESEARCH AND DEMONSTRATION PROJECT--A PROJECT TO ASSIST PUBLIC SCHOOLS TO MEET SOME OF THE MAJOR REHABILITATION NEEDS OF THE MENTALLY RETARDED

Please check the appropriate title to indicate your role in this project

1. Superintendent	7
2. Special Education Coordinator	17
3. Principal	21
4. Special Education Teacher	55
5. Vocational Rehabilitation Counselor	11
6. School Guidance Counselor	5

TOTAL RESPONSE: 116

PREFACE

This Research and Demonstration Project has been in operation in your school system for _____ years. In the preparation of a final report on this Research and Demonstration Project, we request your assistance in evaluating the effectiveness of this cooperative effort between Special Education, Vocational Rehabilitation, and the Public Schools. Please complete this questionnaire with the assurance that its contents will remain anonymous. We request that you do not identify yourself by name.

INSTRUCTIONS

Please indicate by a check mark on the continuation to the right of each question your response to that question. Then, in a short answer, tell in what way this is true.

Example: Has the average Georgian become more aware in the last 10 years of the special needs of the mentally retarded?

Much	Some	Little	None	No Reply
X				

Evidence? Many special programs have been designed to meet the needs of the mentally retarded.

I. Is the pupil better prepared to enter the working world from the Cooperative Program than he would have been from the traditional special education program?

Much	Some	Little	None	No Reply
102	12	0	0	2

In what way? The Cooperative Program tends to keep pupil-clients in school longer which helps them to develop their social as well as academic skills. They are better able to cope with occupational problems through experiences on work stations, and their success on these strengthens their self-confidence.

II. Have evaluations furnished by Vocational Rehabilitation been of practical value in helping analyze the pupil-clients' abilities, assets, liabilities and vocational potentials?

Much	Some	Little	None	No Reply
84	27	0	0	5

Illustrate: Evaluations help staff members in realistic planning in that they point out weaknesses as well as strengths and potentials, which promotes better understanding of pupil-clients' motivations. In this way, they serve as excellent guidelines for placement, giving the staff member confidence in his own judgment.

III. How much effect has the cooperative program had in altering the secondary school curriculum?

Much	Some	Little	None	No Reply
46	45	10	5	10

Describe the change: Following placements on work stations, emphasis is placed on practical vocational programs presenting solutions to problems of daily living. Work stations, for which the pupil-client is given credit, provide practical experience; thus, making the curriculum tend to be more vocationally oriented.

IV. Have the team members gained a better insight into vocational aspects as a result of "feedback" of pupils on job assignments?

Much	Some	Little	None	No Reply
44	51	1	1	19

In what way? The feedback creates awareness of adjustment problems which provides a better insight into specific areas to which we can relate instruction and counseling, and gives a basis for changing the curriculum to make it more vocationally oriented.

V. To what degree have team members (teachers and counselors) become more aware of the work potential of mentally retarded students?

Much	Some	Little	None	No Reply
73	35	2	0	6

Explain: Actual job experience has proven that they can do some jobs as well as many persons, even though they were previously though to be unemployable, consequently, ideas previously accepted of the pupil-client's limitations have had to be discarded.

VI. To what degree has the cooperative program affected the self-concept of the mentally retarded students?

Much	Some	Little	None	No Reply
78	28	1	1	8

Describe: Students found that they could compare favorably with others in competitition in both vocational and social situations thus increasing their self-confidence and erasing much of the stigma usually associated with special education classes.

VII. Of what value have the additional training facilities and opportunities of Vocational Rehabilitation been in enhancing the work potential of secondary school mentally retarded students?

	Much	Some	Little	None	No Reply
school mentally retarded students?	68	27	1	0	20

In what way? They help to work out the student's problems before the student is placed on an actual job. The facilities aid in the development of self-confidence and poise, and gives them a more positive approach to the problem of future employment.

VIII. To what degree have the vocational aspects of the Cooperative Program helped the mentally retarded student appreciate the academic phase of the program?

	Much	Some	Little	None	No Reply
academic phase of the program?	45	53	5	2	11

Describe: The vocational aspects of the Cooperative Program have helped the pupils to gain in the understanding of on-the-job needs for academic ability, and their vocational accomplishments on these on-the-job training stations stimulate interest in academic work.

IX. To what extent has the school "work-out" assisted the student in acquiring a better concept of the world of work?

	Much	Some	Little	None	No Reply
acquiring a better concept of the world of work?	81	19	8	0	8

How? As well as giving excellent on-the-job experience, work stations help the pupil-client to realize his responsibility to the job as well as to himself. He becomes aware of both the requirements of the job and the expectations of the employer.

X. To what extent has the work study program improved during the period of the cooperative program?

Much	Some	Little	None	No Reply
54	28	1	1	32

What improvements were made? Community acceptance is growing; specific improvements include development of a vocationally oriented curriculum, establishment of more and better facilities, addition of more qualified staff, the improvements in the evaluation techniques, and the improvements in the adjustment training.

XI. To what extent have the mentally retarded students utilized specific vocational training facilities?

Much	Some	Little	None	No Reply
44	32	9	8	23

Describe: Most students seem eager to take advantage of the facilities, and are responsive to training since they are able to relate real experiences to previously theorized work situations. They tend to want job placements which are closely related to the training received on these facilities.

XII. Has an exchange of views (staffings) helped team members to get a better understanding of the pupil-client?

Much	Some	Little	None	No Reply
60	34	9	1	12

In what ways? Discussions between members of the team help each to understand the pupil-client by giving insight into the attitudes, motivations, abilities, and characteristics of each pupil-client. These staffings prevent trial and error methods in dealings with the pupil-clients, and give an accurate evaluation of the pupil-client's potentials.

XIII. Has an exchange of views (staffings) helped team members to get a better understanding of the total program?

Much	Some	Little	None	No Reply
62	33	3	1	17

In what way? Team members have learned to recognize the weaknesses in their total program through an exchange of views. The philosophy of the program has changed considerably and team members now have a better knowledge of its objectives and purposes.

XIV. How much did changing the students' vocational rehabilitation counselor affect the adjustment and the employability of the mentally retarded student?

Much	Some	Little	None	No Reply
22	16	13	19	46

Why? The mentally retarded student takes longer to adapt to changes, and sometimes he feels either uncomfortable or rejected upon the change of counselors.

XV. To what extent have community resources been utilized in planning services for mentally retarded pupils under the Cooperative Program?

Much	Some	Little	None	No Reply
44	42	2	3	25

Give Examples: Civic Clubs have worked to gain public acceptance as well as locating many work-out training stations. Community businesses provided evaluation, training, and employment opportunities for the educable mentally retarded.

XVI. Has the Cooperative Program increased substantially and more effectively the number of mentally retarded individuals being prepared for remunerative employment?

Much	Some	Little	None	No Reply
57	29	8	0	22

Comment: Community acceptance is better, thus, increasing employment opportunities. Fewer lay-offs occur due to realistic job placement brought about through the program. Students are exposed to work situations which better prepare them for work after graduation.

XVII. As you now understand mentally retarded clients, do you think the average teacher entering special education is prepared sufficiently to be most effective in the Cooperative Program?

Yes	No	No Reply
39	67	10

What training and experience would you suggest to make a person most effective in your role in the Cooperative Program? Should be certified on the basis of the following requirements: 1 year's or more teaching experience, training in guidance and counseling; study in human growth and development; study in occupational information relating to vocationally oriented curriculum, and, perhaps, a period of orientation with the Vocational Rehabilitation counselor.

XVIII. Was the state level consultation and guidance extended to you adequate?

Yes	No	No Reply
75	21	20

What suggestions do you have for improving state level consultation and guidance? The Assistant Program Supervisor should be given more time to visit districts and staff meetings. It would be of value to the State if a laboratory school was set up for this purpose.

XIX. Was the local level consultation and guidance extended to you adequate?

Yes	No	No Reply
84	10	22

What suggestions do you have for improving local level consultation and guidance? Communication problems do exist in this area due to inadequate number of meetings which is in turn caused by inadequate number of Vocational Rehabilitation personnel. Orientation workshops on a local level should be provided for new personnel as well as other personnel.

XX. Have new personnel, as they were employed, been adequately informed about total aspects of the Cooperative Program?

Yes	No	No Reply
63	33	20

What suggestions do you have for improving orientation and communication between staff members? Staff members in Special Education, Public School Personnel, and Vocational Rehabilitation Personnel should all be included in the same training programs, as well as receiving all information so that all concerned will be aware of program advancement, etc. Lectures and films should be provided to all personnel in the Cooperative Program. A period of orientation for teacher with Vocational Rehabilitation staff member (and vice versa) should be included so that special education teachers and Vocational Rehabilitation counselors would understand each other's role in the Cooperative Program.

D. Analysis of Project Records

The present analysis is based on information obtained from data sheets of pupil-clients in this program during a five year period, ending June 30, 1966. The number of clients entering each of the sixteen phases of the program during each of the five years of the project is given in Table 2. The number entering each vocational rehabilitation case status in each year is given in Table 4. The number of clients entering each phase as related to closure status is given in Table 3. For this purpose, cases were classified as those Closed Status 12 (successfully rehabilitated), Closed Other Than Status 12, and Not Closed. With few exceptions, those cases Closed Other Than Status 12 were closed in a referred status. Table 5 gives the number entering each status as related to closure status.

The data in these four tables are based on the records for 3,478 pupil-clients for whom complete records were available. Throughout the analysis, occasionally incomplete or ambiguous records were set aside.

Table 6 deals with cases Closed Other Than Status 12 and gives the reasons for closure for each year of the project. Tables 7 through 12 are based on a classification of pupil-clients according to closure status. Table 7 provides information on various pupil-client characteristics including race, sex, average age at referral, average age at closure, the number dropping from school, and the average age on dropping, the number who completed the school program, the number who were employed, and the average number of months in the project. Table 8 provides the mean and standard deviation for intelligence test scores, for performance, for verbal abilities, and full scale intelligence quotient scores. Table 9 indicates the phase of the project which the pupil-clients were in at the time the case was closed. Table 10 relates the closure status to the prognosis made at the time of the pupil-client's original evaluation. Tables 11 and 12 relate the closure status to the size of the school system and the size of the Program for the Mentally Retarded for the school system in which the client was enrolled.

Examination of Table 2 provides the picture of the progress of the project through the five year interval. The information for the number of cases referred awaiting review indicates the expansion of the program through the uniform and rapid increase in the number of new cases brought into the project. This increase is from 323 in the first year to 1,333 in the fifth year of the project. This expansion is also reflected in other phases in this table by the generally increasing numbers in later years of the project.

TABLE 2

NUMBER ENTERING EACH PHASE IN EACH YEAR

PHASE		61-62	62-63	63-64	64-65	65-66	TOTAL
00	Referred Awaiting Review	323	400	553	869	1,333	3,478
01	Accepted for Voc. Appraisal	238	270	355	559	325	1,747
02	Deferred	1	12	13	50	11	87
03	Not Accepted for Voc. Appr.	2	0	2	14	3	21
04	Accepted for Pre-Voc. Trg.	50	92	57	133	167	499
05	Deferred	9	14	11	71	3	108
06	Not Accepted for Pre-Voc. Trg.	1	2	1	5	1	10
07	Consultation	93	164	240	326	406	1,229
08	Ready for Assignment	2	0	0	0	0	2
09	School Work-In	18	130	134	157	332	771
10	School Work-Out	16	38	160	209	313	736
11	Workshop Evaluation	4	27	60	65	93	249
12	School-Voc. School	2	1	11	33	49	96
13	Other	1	5	23	27	115	171
14	Terminated	5	64	107	91	105	372
15	Closed Non-Feasible	3	12	17	18	17	67
16	Transferred to Counselor	10	45	132	95	14	296

TABLE 3

NUMBER ENTERING EACH PHASE BY CLOSURE

	PHASE	CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED	TOTAL
00	Referred Awaiting Review	371	422	2,685	3,478
01	Accepted for Voc. Appraisal	320	240	1,187	1,747
02	Deferred	8	28	51	87
03	Not Accepted for Voc. Appr.	2	2	17	21
04	Accepted for Pre-Voc. Trg.	103	47	349	499
05	Deferred	9	25	74	108
06	Not Accepted for Pre-Voc. Trg.	2	3	5	10
07	Consultation	221	102	907	1,230
08	Ready for Assignment	0	0	2	2
09	School Work-In	137	54	580	771
10	School Work-Out	237	23	476	736
11	Workshop Evaluation	75	10	166	251
12	School-Voc. School	52	3	41	96
13	Other	47	21	103	171
14	Terminated	127	227	18	372
15	Closed Non-Feasible	0	67	0	67
16	Transferred to Counselor	184	36	76	296

TABLE 4

NUMBER ENTERING EACH CASE STATUS EACH YEAR

	CASE STATUS	61-62	62-63	63-64	64-65	65-66	TOTAL
0	Referred	323	400	553	869	1,333	3,478
1	Accepted	4	30	96	275	781	1,186
2	Plan Completed	4	23	95	250	792	1,164
3	Phys. Rest. & Training	0	0	1	2	4	7
4	Physical Restoration	1	2	2	7	6	18
5	Training	1	11	47	151	678	888
6	Ready for Employment	1	3	5	14	16	39
7	In Employment	2	6	67	120	181	376
8	Service Interrupted	2	0	1	7	33	43
12	Closed Employed	1	9	44	107	210	371
13	Closed Unemployed	0	0	0	0	0	0
14	Trans. to Other Agency	0	0	0	0	1	1
15	Closed--Other	0	0	0	0	2	2
00	Closed Referred	2	69	94	86	163	414

TABLE 5

NUMBER ENTERING EACH CASE STATUS BY CLOSURE STATUS

	STATUS	CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED	TOTAL
0	Referred	371	422	2,685	3,478
1	Accepted	358	8	821	1,187
2	Plan Completed	355	5	805	1,165
3	Phys. Rest. & Training	2	0	5	7
4	Physical Restoration	9	0	9	18
5	Training	193	3	694	890
6	Ready for Employment	27	0	12	39
7	In Employment	335	2	39	376
8	Service Interrupted	12	2	29	43

TABLE 6

REASON FOR CLOSING OTHER THAN STATUS 12

	REASON	61-62	62-63	63-64	64-65	65-66	TOTAL
0	Reason not recorded	1	2	2	2	5	11
1	Deceased	0	1	0	0	3	4
2	Not Feasible	0	5	8	14	12	39
3	Not Eligible	0	18	19	9	31	77
4	Service Declined	0	0	14	5	20	39
5	Left area, lost contact	0	6	19	22	48	95
6	Transfer to other agency	0	0	0	1	0	1
7	Failure to Cooperate	1	28	19	21	31	100
8	Other or Suitably Employed	1	9	13	12	16	51

TABLE 7

PUPIL-CLIENT CHARACTERISTICS AS RELATED TO CLOSURE STATUS

	CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED	TOTAL
Number	371	422	2,692	3,485
Average Number of Years in Project	3.02	1.45		
Average Age at Referral	15.71	15.40	14.98	15.11
Average Age at Closure	18.73	16.95		
Number Dropping From School	194	243	300	737
Average Age on Dropping	17.01	16.66	16.48	
Race White	282	362	1,648	2,292
Negro	89	60	1,044	1,193
Sex Male	294	288	1,784	2,366
Female	77	134	908	1,119
Number Completing the School Program	177	7	45	229
Number Employed	371	29	40	413

TABLE 8

INTELLIGENCE TEST SCORES BY OUTCOME

	CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED
Performance I.Q. Mean	74.84	77.05	71.12
Standard Deviation	21.39	17.42	15.38
Verbal I.Q. Mean	72.43	74.27	71.10
Standard Deviation	9.42	13.55	9.90
Full Scale I.Q. Mean	71.00	72.46	68.51
Standard Deviation	10.22	14.60	10.95

TABLE 9

PHASE AT CLOSURE		CLOSED STATUS 12	CLOSED OTHER THAN 12
00	Referred Awaiting Review	22	161
01	Accepted for Voc. Appraisal	1	59
02	Deferred	3	22
03	Not Accepted for Voc. Appr.	0	1
04	Accepted for Pre-Voc. Trg.	0	2
05	Deferred	1	15
06	Not Accepted for Pre-Voc. Trg.	2	3
07	Consultation	20	46
08	Ready for Assignment	2	4
09	School Work-In	2	19
10	School Work-Out	59	9
11	Workshop Evaluation	9	6
12	School-Voc. School	37	2
13	Other	31	13
14	Terminated	49	38
15	Closed Non-Feasible	0	3
16	Transferred to Counselor	133	19

TABLE 10

PROGNOSIS BY OUTCOME

		CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED
1	Poor	31	70	300
2	Fair	136	71	840
3	Good	200	87	823

TABLE 11

SIZE OF SYSTEM AND OUTCOME

		CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED
1	Small	112	142	1,172
2	Medium	70	75	429
3	Large	187	204	1,077

TABLE 12

SIZE OF PROGRAM FOR THE MENTALLY RETARDED BY OUTCOME

		CLOSED STATUS 12	CLOSED OTHER THAN 12	NOT CLOSED
1	Small	112	147	1,263
2	Medium	70	70	339
3	Large	187	204	1,079

For example, there is a continuous increase in the number accepted for pre-vocational training, the number in consultation, the number in school work-in, the number in school work-out, and workshop evaluations in the school-vocational school, as well as an increase in those terminated. An important exception to this upward trend is seen in the numbers transferred to counselor which increases in the first three years, but then decreases during the subsequent two years. This reflects the change in emphasis and policy following the third year of the project to having the project personnel continue to work with the pupil-client rather than transferring him to the field counselor in the vocational rehabilitation program. We note that the number of pupils involved in school work-in showed the greatest increase in the first two years of the project, while the number involved in school work-out showed the most vivid increase in the latter years of the project, indicating the gradual development of work placements in the community developing more slowly than work placements in the school. Both of these were increasing, nonetheless, throughout the five years of the project.

Table 4 refers to the statuses of the clients in the regular vocational rehabilitation program. As would be expected, we see that pupil-clients begin to move into the active case statuses primarily after the project has been underway for two or three years. Probably the most important information provided in this table is the number of clients entering status 12 or closed rehabilitated. The low figures in the early years followed by rapid increase in the latter years of the project reflects the fact that pupil-clients in this program begin to reach the stage of active employment only after they have been involved in the program for some time. Actually, the average number of months in the project for those pupil-clients closed status 12 is shown in Table 7 as 3.02 years. Table 4 also indicates the increasing number of pupil-clients closed in a referred status, and Table 6 provides details of the reasons for such closures. Referring to Table 6, we see that cases were closed other than status 12 for a variety of reasons, the largest numbers being in the following catagories: failure to cooperate, clients' leaving the area, clients not needing services, and clients' ineligibility. A common reason for clients' ineligibility was that they showed intelligence test scores higher than the value required to be eligible to participate in this project.

Looking at Tables 3, 5, and 7 through 12, we see a breakdown according to closure status which gives us some opportunity to make observations about aspects of the program or characteristics of the individual which may contribute to successful outcome of their experience in this program. From the first item in Table 3, we note that while 371 pupil-clients were closed status 12, somewhat more than this, 422, were closed other than status 12. However, as we follow these two columns down the table, we soon reach a point where the number in the "closed status 12" column exceeds the number in the "closed other than 12" column. This trend continues the further down the column we go, suggesting that as clients reach phases further along in the program, their chances of satisfactory rehabilitation are increasing. For example, for clients who were placed in the "school work-in" phase, 137 closed later in status 12, whereas only 54 were closed in a status other than 12. Even more striking is the figure for clients who reached the phase of "school work-out" or work placements in the community. We see here 237 clients were closed status 12, only 23 closed other than status 12. Similar trends appear for phases 11 and 12, workshop evaluation and school-vocational school; however, the numbers involved are considerably smaller. In interpreting these observations, one must keep in mind that there is always the question of cause and effect. That is, to say for example, while a predominance of pupil-client who were placed in "school work-out" phase were closed status 12, we cannot assume they reached successful rehabilitation because of this placement. On the contrary, one might assume they were given this placement because they were judged to be clients likely to reach successful rehabilitation. Similar precautions should be observed for any inferences made from these observations.

Turning to Table 7, we note that the average age at closure for those who closed status 12 was 18.73. The average age at referral for these same clients was 15.71 so that they have been participating in the project for an average of about three years. Similar comparisons for clients who closed other than status 12 shows that they had remained in the project for about one and one-half years. Of the 737 pupil-clients who dropped from school, we see that 194 were closed status 12, or satisfactorily employed. An additional 300 of these clients were still on the caseloads and their cases had not yet been closed, while 243 had been closed status other than 12. Thus, we see that a number of pupil-clients who did not complete the school program, nonetheless, presumably received some assistance from this program and ended up suitably employed. The data for clients who did complete the school program indicate that almost all of these were suitably employed, closed status 12. One hundred and seventy-seven of these clients closed status 12 as contrasted to seven who closed status other than 12. This observation, however, should be interpreted cautiously, since, when a client was closed in a referred status no further records were maintained, so that in most cases, we do not know whether they actually completed the school program or not.

Turning to Table 8, noting the comparison between cases closed status 12 and those closed other than status 12, we note the intelligence test scores are actually slightly lower for these cases closed status 12 for the full-scale test score and for both of the sub-scales. This finding may come as a surprise to some observers, in that we are accustomed to expecting greater success with higher intelligence level individuals. One interpretation of this finding is that the program is successfully geared to assisting clients in the mental retardation range so that these lower scoring individuals are able to profit from the program as well as those on the upper limits eligible for the project. A contributing factor to the slightly higher scores for the clients who closed in status other than 12 is that this group included a few clients who were closed in a referred status because their higher test scores made them ineligible to participate in the project. However, this was the case for a relatively small number of clients (77).

The information in Table 10 suggests that it is possible to make a prognosis which has some degree of predictive value through the procedure for evaluation of clients in this project.

The figures in Tables 11 and 12 suggest that the program is approximately equally effective in small, medium, and large school systems with small, medium or large programs for the mentally retarded.

Overall, these data tend to support a picture of a vigorous program, expanding rapidly in the number of children reached and also indicating effectiveness in that both the number and proportion of pupil-clients successfully rehabilitated has increased markedly each year. Many questions remain unanswered, and it was not feasible to apply rigorous statistical tests of significance for most of the comparisons made. However, the trends which have been noted are quite vivid for the most part in that the numerical data lend real support to the overall picture of this project.

CHAPTER VIII

OVERVIEW

Project RD-836 was initiated to assist public schools in meeting some of the major rehabilitation needs of mentally retarded pupils through a coordinated program of services provided by special education and vocational rehabilitation. The project was developed to demonstrate the effectiveness of providing vocational rehabilitation services to selected pupils concurrently with other secondary educational and vocational training experiences. Since the vocational rehabilitation of the educable mentally retarded was viewed as a state and community responsibility this project emphasized the utilization of state and local resources in a cooperative effort between divisions of the State Department of Education, local school systems, and other agencies on a statewide basis.

The objectives of this Research and Demonstration Project, as stated in the initial proposal were divided into nine areas. These areas were:

I. To encourage community evaluation of current programs for and of mentally retarded individuals.

II. To stimulate the utilization of all community resources in program evaluation, planning, and provision of educational services to the mentally retarded.

III. To cooperate with the Division of Instruction and local school systems in the development of meaningful and effective curricula for the mentally retarded and the utilization of community resources in secondary programs.

IV. To cooperate with the Division of Vocational Education and private vocational schools in the development of vocational training programs for the mentally retarded.

V. To cooperate with state and local school officials and local vocational rehabilitation counselors in evaluating the vocational potential of mentally retarded pupils participating in secondary programs throughout the state.

VI. To involve vocational rehabilitation counselors to a greater extent in the vocational rehabilitation of the mentally retarded.

VII. To cooperate with local school systems, local vocational education representatives, local vocational rehabilitation counselors, local agencies and organizations in the development of work-study programs, on-the-job training, and employment opportunities.

VIII. To assist in the provision of counseling, guidance, and placement services to mentally retarded pupils participating in the secondary programs.

IX. To increase substantially and more effectively the number of mentally retarded individuals being prepared for remunerative employment.

The implementation and development of the program sponsored by this Project required a series of phases or steps. Although the sequence of these steps varied to some extent depending upon local circumstances, the methodology of the project was as follows:

Step One — The first step was taken prior to the submission of an application for the grant. Staff members in Vocational Rehabilitation and Special Education at both the state and local levels had carried on a dialogue which refined the project objectives and insured acceptance of the project services.

Step Two — A Cooperative Agreement was approved by the Division of Vocational Rehabilitation and the Unit, Services for Exceptional Children, Division of Instruction within State Department of Education. This agreement outlined individual agency and reciprocal responsibilities in the project.

Step Three — Project staff members and representatives from Special Education evaluated existing and planned secondary special education programs and selected seven school systems to participate in the project.

Step Four The superintendent of each approved local school system signed the agreement with Vocational Rehabilitation and Special Education wherein each party agreed to provide specific services for the educable mentally retarded in a secondary school setting.

Step Five A State Level Resource Committee, comprised of agency and organization representatives, was appointed to provide counsel and assistance in the solution of problems encountered in the initiation, development, and expansion of project services.

Step Six In addition to a project director, Vocational Rehabilitation assigned a program supervisor as project coordinator, and three experienced vocational rehabilitation specialists in mental retardation to the project. Each specialist, or Vocational Rehabilitation Consultant, was assigned to work with participating school systems in contiguous geographical areas where he provided consultation and coordinated Vocational Rehabilitation services.

It was anticipated that the Vocational Rehabilitation consultants would confine themselves to advisement and consultation in the following areas: (1) secondary curriculum evaluation and enrichment, (2) vocational evaluation, (3) work-study programs, (4) vocational training, (5) on-the-job training, (6) case work, (7) job placement, and (8) job follow-up. The Consultant performed these functions and in addition carried pupil-clients on his caseload in referred status.

Step Seven Special Education assigned a State Consultant in Mental Retardation to give priority in his work to the school personnel in systems participating in the project.

Step Eight Pupils were referred at age fourteen to the Vocational Rehabilitation consultant by Special Education teachers. Teachers utilized a referral and appraisal instrument to provide basic educational information and an evaluation of the individual as he compared with an average person of the same age, race, and sex on the basis of some fifty-seven criteria of personal, social, emotional and vocational adjustment. This appraisal alerted the teachers to the traits and skills which are significant in the vocational rehabilitation of the mentally retarded. This completed instrument consituted a genesis for an individualized curriculum. During the project period, three thousand, six hundred thirty-six pupils were referred for service.

Step Nine Pupil-clients were scheduled for a vocational appraisal clinic which was coordinated by the Vocational Rehabilitation Consultant. In the clinic a licensed psychologist interviewed the pupil-client, administered intelligence and projective tests, and developed a psychological evaluation report. The consultant administered vocational tests, completed necessary rehabilitation forms, authorized and arranged for a physical examination, and reviewed all available data with the psychologist. This information was used to establish eligibility, ascertain feasibility and identify problems which should receive attention in the project. The vocational potential of two thousand and fifteen clients was evaluated over the five year period.

Step Ten

During a subsequent home visit the consultant interviewed one or both parents, described the services available through the project, interpreted test results, secured additional personal and sociological information, and secured written consent for the pupil-client to participate in the project.

Step Eleven

Upon the receipt of medical and psychological evaluation reports, a vocational appraisal report was developed by the Vocational Rehabilitation consultant. This report summarized background information, educational achievement, physical capacities, intellectual capacities, emotional factors, vocational test results, and vocational implications. The teacher received a copy of this report and the data upon which it was based.

Step Twelve

Pupil-client needs identified in the vocational appraisal report served as a basis for the development of a prevocational training plan by the consultant, teacher, pupil-client and his parents. This plan included a counseling statement, vocational preference, special and regular class assignments together with recommended school work-in and school work-out pre-vocational training experiences.

Step Thirteen

Training stations were developed on-campus for eligible and feasible pupil-clients within the fourteen to sixteen age range to provide opportunities for developing basic worker traits and skills and enhancing personal and social adjustment. School personnel who supervised these jobs made monthly reports to the teacher and the Vocational Rehabilitation consultant. These reports provided a mechanism for other school personnel to participate in curricula revisions. The Special Education teacher coordinated this phase of the project in which seven hundred and seventy-one pupil-clients participated.

Step Fourteen

Local Advisory Committees for Special Education were expanded to constitute Local Resource Committees which included representatives from agencies and organizations having a special interest in or a responsibility for the mentally retarded. Community leaders and representatives from civic clubs participated in the activities of this committee. The Local Resource Committee provided guidance to project staff, helped interpret the program to the community and stimulated the development of services and facilities for the mentally retarded in the community. Members of this committee provided assistance in identifying training stations and job opportunities for pupil-clients. It was not feasible to develop a Local Resource Committee for each participating school or system. However, key people in the various communities served as an informal resource committee. During the course of the project the Local Resource Committees tended to become less formal but more flexible and effective.

Step Fifteen

A work-study program was developed in each of the original and subsequently approved school systems with the assistance of school personnel, resource committee members, community leaders and businessmen. Pupil-clients were placed in a series of jobs in the community which served as training stations. Their rotation among selected training stations, about every semester, was designed to refine the evaluation, develop basic worker traits and skills, provide a work experience background and select the best vocational objective. Seven hundred thirty-six pupil-clients who were sixteen years of age or above participated in this phase of the project. Flexibility was built into the work-study program through provisions which ranged from paying the businessman tuition for the initial placement of a pupil-client in a training station to provisions for the businessmen to pay the pupil-clients the minimum wage. The client's ability to do the job was the determining factor. Pupil-clients received school credit for these training station experiences. The Vocational Rehabilitation consultant assumed the primary responsibility for securing training stations off campus and supervising pupils who participated.

Step Sixteen

School-Community resources were developed during the second and subsequent years of the project. Work laboratories were developed on campus to refine vocational evaluation and augment adjustment training prior to placement in commercial training stations off campus. In Atlanta, the A. P. Jarrell Pre-Vocational Evaluation and Training Center was developed to serve as an intermediary step between training station experiences on campus and in commercial establishments in the community. In addition to these facilities which were developed specifically for pupil-clients in the project, five workshops in the state developed evaluation and adjustment services for project pupil-clients. Seven hundred thirty two pupil-clients received services from these facilities. Progress reports from staff members in these facilities contained helpful suggestions for curricula revisions.

Step Seventeen

In addition to the individual curricula revisions, project activities influenced the development of a vocationally orientated curriculum guide in three school systems and the development of a Guide to Curriculum Development for Educable Mentally Retarded Children by the Unit, Services for Exceptional Children.

Step Eighteen

Counseling was provided throughout the project by the Vocational Rehabilitation consultant, school personnel, facility personnel, and businessmen who supervised pupil-clients on training stations.

It was anticipated in the original design of the project that Vocational Rehabilitation counselors in the general program would accept pupil-clients of this project on their caseloads and provide indicated Vocational Rehabilitation services including counseling. For reasons enumerated in the narrative, this objective of the project was not achieved. Therefore, vocational rehabilitation adjustment counselors were assigned during the fourth year of the project to work full-time with the educable mentally retarded pupil-clients from referral through closure. He performed the function planned for the local Vocational Rehabilitation counselor and some of the functions of the Vocational Rehabilitation consultant.

Step Nineteen

The assignment of counselors for the mentally retarded permitted the Vocational Rehabilitation consultant to resume the role originally planned - the provision of consultation and the development of community resources. He supervised the counselors assigned to the project and coordinated the provision of Vocational Rehabilitation services to the mentally retarded within his assigned geographical area.

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each subsequent year of the project.

Step Twenty-Four

In an effort to improve communication between Vocational Rehabilitation and Special Education and to up-grade the quality of services provided to the retarded, a Cooperative In-Service Training Program was instituted through the use of Extension and Improvement Funds.

Conclusions:

1. Seven of the nine objectives of this project were fulfilled with varying degrees of success as reflected in the various chapters of this report.
2. The methodology was shown to be workable as revised and demonstrated by the fact that the number of systems included in this demonstration project increased from seven to thirty-five, the number of pupil-clients increased from three hundred and thirty-eight to three thousand, six hundred, and thirty-six, and the number of rehabilitations increased from one the first year to two hundred and ten the fifth year of the project.
3. Vocational Rehabilitation services can be provided the mentally retarded concurrently with other secondary school experiences. One hundred and sixteen out of the one hundred and twenty-five people concerned with this project at the local level responded to a questionnaire which revealed that approximately eighty per cent of the respondents believed that the project was an effective way to meet the vocational rehabilitation needs of the adolescent mentally retarded.

3

4. The case service cost for the rehabilitation of pupil-clients through this project was relatively low as demonstrated by the fact that the average case service cost per rehabilitant was two hundred forty seven dollars ($247).
5. The length of time in the cooperative program is significant as it related to job placement.
6. The Intelligence Quotient of the pupil-clients participating in this project was not found to be useful for predicting successful employment.
7. On-the-job training appears to be a practical approach in the vocational training of the mentally retarded.
8. The work-study program as conducted in this project is a sound, acceptable, and workable approach to education and rehabilitation of mentally retarded pupil-clients.
9. The assignment of a Vocational Rehabilitation counselor to work with the mentally retarded is an effective approach to the provision of Vocational Rehabilitation Services.

Implications:

1. The program of services sponsored by this project requires a substantial investment in Vocational Rehabilitation staff time over an extended period of time.
2. This type program places heavy demands on state level Special Education consultative staff.
3. Specialized joint in-service training for teachers and counselors is essential.
4. Teacher training programs could make a more substantial contri-

bution to this type cooperative program through a stronger vocational orientation in their curriculum.

Recommendations:

1. The program for the Educable Mentally Retarded developed through Research and Demonstration Project RD-836 should be continued as revised using Section II funds.
2. A Project to determine guide lines and the effectiveness of group counseling for the secondary school Educable Mentally Retarded is needed and should be developed.
3. Joint staff in-service training should be continued and expanded.
4. Work laboratories should be established in schools or systems where the need of this type facility exists.
5. Teachers should be provided equipment and supplies with vocational implications.
6. Pre-vocational centers, such as the A. P. Jarrell Pre-Vocational Evaluation and Training Center, should be established in geographical areas where justified by a sufficient number of pupil-clients.
7. College and university teacher training programs consider providing instruction in vocationally oriented curriculum and rehabilitation procedures to prospective secondary special education teachers.

RELATED STUDIES

By a review of literature relating to the education and rehabilitation of adolescent educable mentally retarded, one is impressed with an increased interest in these areas. Unfortunately, not enough seems to have been written on comprehensive cooperative programs between Special Education and Vocational Rehabilitation.

There are articles and publications that contained concepts which might be brought together into a comprehensive cooperative program. Many of these concepts have been modified, and most concepts developed as a result of this Research and Demonstration Project. This Cooperative Program was evolved from a comprehensive study of needs and ways of meeting the needs of the secondary school educable mentally retarded through cooperative efforts. The following studies seem to be pertinent to this project.

BAER, M. R.:

"Mentally Retarded Youth; Training and Employment." Personnel and Guidance Journal, 38:456 - 7 F 1960 (1960, W 38, No. 5 page 456-457) National Association of State Directors of Special Education Survey.

Of the 44 reporting states, 28 assumed some responsibility for employment, guidance, or placement in schools for the Educable Mentally Retarded.

Reported stumbling blocks in order of frequency--
- Employer resistance
- Parental attitudes
- Work permits
- Nonacceptance by vocational rehabilitation agency
- Legality of work-school programs
- Curricular restrictions

According to Salvatore C. DiMichael, constant gradual growth in the vocational rehabilitation of mentally retarded individuals since 1943:

1945 - 1950 - 2,091 mentally retarded individuals rehabilitated into gainful employment.
1951 - 1956 - 3,628

1957 - 1,094 retarded persons employed through state vocational rehabilitation agencies

1958 - 1,250

In 1958, U. S. Office of Vocational Rehabilitation spent $1,000,000 exclusively for the mentally retarded; State agencies spent $450,000.

BEEKMAN, MARVIN, LANSING, MICHIGAN:

Four phases based on age groupings between six and twenty-one years.

High School program is designated as work-training--

First two years - one-half day at school, and one-half day on the job under school supervision.

Third year - full time employment, return to school one evening per week.

When proficient in employment, receives regular high school diploma.

CALMES, Glenn and McEVER, Mary - Jacksonville, Florida:

At age 13, Educable Mentally Retarded students enter a special school with seven academic classrooms, industrial arts shop, homemaking rooms, and recreational facilities.

Emphasis on social development, intorduction to employment areas, instruction in choosing, getting and keeping a job as well as continued academic instruction.

Vocational rehabilitation becomes directly involved with the student at age 15 or 16 - technical high school with part-time on the job training for credit.

CARSON, E. O.:

Jobs held by Educable Mentally Retarded high school graduates. J. Sec. Edition 40:19-21 January 1965. (1965, V40, No. 1, pages 19-21)

See earlier study, same author, (Hayward, California)

49 Educable Mentally Retarded graduates investigated, found to be performing in 33 different specific jobs of 9 different categories.

CARSON, E. O., and ARVESON, R. G.:

A study of Educable Mentally Retarded students. J. Sec. Edition 1963, V38, No. 8, pages 120-124.

Hayward, California school district - 4 year integrated special education program. Supervised campus work experience offered to qualified Educable Mentally Retarded students for one period per day.

Follow-up study of 49 Educable Mentally Retarded graduates from 4 high schools:

Boys -- N-33

21 gainfully employed
7 continuing education
2 in Armed Services
2 unemployed
1 ill

Girls -- N-16

5 working full-time, single
1 working part-time, single, and attending school
1 working full-time, married
5 married, full-time housewives
2 unemployed
2 ?

90% of boys, 75% of girls studied were self-supporting.

COWAN, L. AND GOLDMAN, M.:

Selection of the mentally deficient for vocational training and the effect of this training on vocational success. J. Consultation Psychology - 23:78-84 February 1959.

20 trained mental defectives were matched with 20 non-trained mental defectives for age, sex, race, I.Q., education, past work experience, etc.

Trained group significantly more vocationally successful.

Success found to be unrelated to I.Q. level, formal education, or past work experience.

DENO, E.:

Vocational training for the retarded exceptional child - 27: 166-172 November 1960 (No. 3)

Minnesota - mandatory education service for the retarded - 5 through 21 years of age, Special Education Program integrated with normal classes.

Four patterns of programming provide various levels of curriculum difficulty to accommodate individual differences in potential represented in the 50 to 80 I.Q. range. Planning should not be based on I.Q. alone - should be based on actual performance.

1. Minimum Diploma Pattern - students compete in regular classes on equal terms with normals. The students in this program are likely to be:
   (A) less severely retarded students.
   (B) students showing good social intelligence.

2. Vocational High School Special Education Program - training for students who show high performance potential and a high level of motivation to achieve. Successful students in this area receive a trade diploma; may qualify for other than

2. Vocational High School Special Education Program (continued):

special education diploma by competing in regular classes during their senior year.

3. Special Occupational Training Pattern - Most Educable Mentally Retardates will be serviced through this Program - students capable of independent living and employment on the open job market.

4. The Transitional Pattern - designed to give more protected, segregated class environment to the more severely retarded, requiring a more prolonged period of training and opportunity to mature.

DALY, F. M.:

High schools prepare educable mentally retarded youth for work - California Education 2:19-21 December, 1964.

Off Campus work program for Educable Mentally Retarded students - Burena High School in the Ventura High School District, California.

21 students earned $11,390 during the school year, and 12 of them were wage earners during the summer vacation.

Young people between ages 16 and 24 experience a disproportionate amount of unemployment--especially true of the retarded now competing with more capable persons for the limited number of available jobs.

"Operation Vending Machine" - after training course, Educable Mentally Retarded students service seven vending machines on campus, work as money changers - as they are ready, placed off-campus jobs.

DiMICHAEL, Salvatore G.:

Vocational Rehabilitation and the mentally retarded: A Statement of Issues pp. 10-19 from the above named.

Importance of programs in education and vocational rehabilitation:

1. mental retardation appears in childhood - emphasizes importance of education as a program for individual development.
2. crucial years of early adulthood set the patterns for adult living - importance for vocational rehabilitation to assist in the transition from school to work and adult living.

Classification guide:

1. directly placeable group (from school to job)

2. deferred placeable group (post school preparation to job)
3. Sheltered employable group (supervised self-support, sheltered workshop)
4. self-care (non-self-supporting group)

Schools should assume full responsibility for education, sponsorship, and costs for academic and vocational training within the age ranges ordinarily regarded as the "school years" - at least to 17 or 18 years of age, or the equivalent in years of full high school program.

Work-study programs bear close objective scrutiny - do not develop maturity, social intelligence.

Education of the parents is an important as education of retarded students - preventative counseling must be applied early in childhood.

DOLL, E. A.:

Occupational education for the adolescent mentally deficient in a school program. Exceptional Child 25:51-53 October, 1953.

Program proposal - assumption that all children are both educable and trainable, and that the difference is one of process rather than of content or degree. "Education is directed toward understanding; training toward skills" (p. 51) No lower limits on mental ability; strive for both insight and proficiency no matter how simple the task.

1. Evaluation of pupils' needs and difficulties rather than on differential diagnosis as such.
2. "Talent search" - capitalize on salient talents rather than bolster, futilely, frontal deficiency.
3. Family- centered operational program - home and training center combined.
4. Free - floating, flexible curriculum.

FAIRBANKS, Ruth E.:

The subnormal child; seventeen years after. Mental Hygience, 1933, 17, pages 177-208.

Seventeen years after graduating from a special class, 75% of the retardates investigated were self-supporting. 37 of the 122 individuals owned or were purchasing their own homes (in 1930)

HARTLAGE, L. C.:

Receptivity of employers to hiring mentally retarded and ex-mental patients. J. Counsel Psychology 13:112-114 Spring of 1966.

Frankfort, Kentucky - Receptivity was found to be related to both size and type of industry - education of employers was unrelated.

Employers did not differentiate between two types of mental disability.

HIMELSTEIN, P.:

Vocational guidance for mentally handicapped. Ed. 83:225-278 January 1963 (No. 4)

Community relations possibly the most important function of Educable Mentally Retarded guidance program - heavy reliance on parental efforts and sheltered workshop programs.

Inadequate development of employment opportunities through community resources for client placement can result from program which does not stress the changing of attitudes toward retardates and demonstrating the abilities and skills of such a group.

Must overcome the tendency to set occupational goals too low, rather than too high.

KRUGER, D. H.:

Trends in service employment: implications for the educable mentally retarded. Exceptional children 30: 167-172, December, 1963.

A brief examination of job markets indicates that jobs are available especially in the service worker occupation groups. All simple, repetitive, and routine jobs are not being eliminated.

Knowledge of the labor market in the community is essential for effective placement - appropriate curricula for the Educable Mentally Retarded should be developed around this.

Employers are upgrading hiring criteria - since a high school diploma is prerequisite for many jobs, some kind of evidence of achievement for mentally retarded students may help them in their bid for employment.

If the Educable Mentally Retarded students were given instruction, practice in taking civil service exams, government jobs could be available to them.

LYNCH, Katherine - New York City:

Junior High School curriculum stresses academics with broad overview of employment possibilities.

Senior High School - continuation of courses relating to occupational areas and judicious use of income, and on-campus vocational training.

MADISON, H. L.:

Work placement success for the mentally retarded. American Journal on Mental Deficiency 69: 50-53 January 1964.

Relationships between success of outside work placements of mental defectives and 34 variables classified from patients records was investigated.

Family characteristics, medical history, behavior problems, education, and training were not significant.

Professional staff agreement concerning suitability for work placement, as well as family contact during work placement were significant.

Duration of work placement was highly significant, indicating that if failure is to occur it will occur rapidly.

Mental Retardation Activities of the U. S. Department of Health, Education, and Welfare (Washington, D. C., February 1963)

Current studies show that 75,000 retarded youths leave school each year who have a potential for independent living and self-support. Despite improved public school programs, 250,000 of the 1½ million school-age retarded are enrolled in special programs and between 25 and 40 per cent of those coming out of special education programs still cannot be placed vocationally.

Average age of the retarded person seeking vocational rehabilitation services is 19 - average age of 36 for all rehabilitants.

Increase in number of related persons rehabilitated by state agencies of 25% from 1961 to 1962. In 1962, federal expenditure of $2.8 million for 4,458 retardates.

MULLER, V., and LEWIS, M.:

Work program for the mentally retarded students. J. Second Edition 41: 75-80 February 1966 (No. 2)

Work training program, Salinas Union High School District, California begun in 1962.

Objectives: To develop attitudes and skills of students to enable them to hold gainful employment.
To provide for smooth transition from school to job.
To hold potential dropouts in schools.
To utilize community facilities to provide training in fields outside the usual school program.

Methods and Materials utilized:

1. Class discussions
2. Field Trips
3. Job notebooks - "People at Work" - pupils choose topics which interest them.
4. Tests - to help determine job interests
5. Self-study
6. Community study - types of jobs available in community
7. Application blanks - practice exercises in work permits, social security forms, hunting, fishing, drivers licenses, etc.

8. Training course - Department of Sanitation ---on completion of course, students are awarded a food handlers license.
9. Aptitude tests - Development of special employment service job patterns for the Educable Mentally Retarded which is necessary.
10. Study Guides - Job demands, pay hours, advantages and disadvantages.
11. Employment posters - displays to emphasize need for training, good work and safety habits.
12. Actual work - class periods devoted to work techniques and standards.

Parents continually briefed, suggestions invited. Individual conferences with employer-trainers to establish job outlines. Pupils first jobs were on-campus.

Results over a 3 year period: 50% of pupils on off campus jobs have had 2 or more placements, 4% removed from program, 13% of work-training pupils dropped out of school during off-campus assignments, and 9% promptly returned to school.

Advantages of program - increase lifetime earnings of the pupils--second and third generation welfare recipients becoming more numerous. Increased self-respect and independence. Community tax savings.

NIESON, Norman J. and DOOLEY, Eunice B. - Cincinnati, Ohio:

At the 10th grade level, a four phase program becomes available to the Educable Mentally Retarded youth:

1. classroom phase - experience in the rudiments of social and employment practices.
2. training in job skills.
3. on-the-job training, outside the schools.

PARNICKY, J. J.:

Preliminary efforts at determining the significance of retardates vocational interests; Vocational interest and sophistication assessment test. American Journal on Mental Deficiency 70: 393-398 November 1965.

PECK, Jr. R. - Marbridge Plan:

Marbridge Plan: A Texas experiment in rehabilitation for mentally retarded youth, Exceptional Children 24: 346-350 April 1958.

Marbridge Foundation: Austin, Texas; A ranch serves as residential home for 26 retarded males for one to two years - training in various agricultural and service activities and recreation.

Habilitation goals: vocational proficiency, physical health and stamina, social adjustment, personal care and appearance, mental maturity sufficient for job goal, acceptable use of leisure time, emotional stability, and adequacy of practical information.

Completion of training is followed immediately by the first full-time job, room and board provided by same counselor who places and follows up the student.

Problems with the plan: inadequately trained staff, no opportunity for business and social contacts as in real life - many benefits in its intensive round-the-clock training.

PECKHAM, R. A.:

Problems of job adjustment of the mentally retarded. American Journal on Mental Deficiency, 1951-1956 pages 448-453.

State of Michigan Office of Vocational Rehabilitation. Client problems following job placement:

1. Acceptance by fellow workers.
2. General lack of social and vocational sophistication.
3. Salary dissatisfaction - clients feel they are being victimized due to lack of understanding of wage differentials.
4. Lack of initiative and job responsibility.
5. Thoughtless quitting of jobs without regard to consequences.
6. Family status anxiety.
7. Lack of ability for budgeting.
8. Client status anxiety.
9. Inability to read.
10. Family over protection.

Problem-solving methods proposed:

1. employer-counselor conferences after placement.
2. family-counselor conferences.
3. on-the-job training.
4. counselor-client counseling.

PETERSON, L., AND SMITH, L. L.:

Comparison of post-school adjustment of educable mentally retarded adults with that of adults of normal intelligence. Exceptional Children 26: 404-408 April 1960.

Cedar Rapids, Iowa Study
Purposes: to determine post-school adjustment with respect to education, work, home, family, social, and civic characteristics.

Procedure: questionnaires administered to 90 subjects, one-half of which had been in classes for the Educable Mentally Retarded in Cedar Rapids, compared with 45 subjects of low economic status during school.

Results: more normals found employment immediately following school than retardates. Types of work between groups considerably different. Normals had held present occupations longer than the retardates.

Retarded group changed jobs about twice as often as did the comparison group.

Reasons for leaving jobs: Male Retardates - Layoffs, dislike of job, work too difficult.
Male Normals - increase in pay.

Subjects of both groups generally satisfied with present jobs. Over 2/3 of the retardates' employers commented favorably on their work quality.

Wages:	Male	Female	
	$54.85	$19.25	-- Retarded
	$89.30	$55.00	-- Normal

Only 5% more subjects of retarded group received unemployment compensation than normals. Neither group had utilized employment agencies--both groups had obtained positions through their own initiative.

Major deficiencies of retardates as citizens:

1. Difficulty in finding jobs after leaving school
2. Only slightly more than half were currently employed
3. Changed jobs frequently
4. Not familiar with the Iowa Vocational Rehabilitation Division or employment agencies or their services.
5. Most lived in sub-standard homes in below average areas
6. Did not actively utilize recreational facilities in the community
7. Many had numerous encounters with the law, many serious offenses
8. Only a few had served in the Armed Forces; many had been declared 4-F
9. Many appeared to have abused their credit.

15 females, 30 males in each group; medium age 24 years; medium I.Q.'s 65/103.

PHELPS, W. R.:

Attitudes related to the employment of the mentally retarded. American Journal on Mental Deficiency 69: 575-585 January 1965.

Individual differences in employer attitudes toward the mentally retarded should be a major premise in contacts which rehabilitation personnel make, and the relationships they develop with management personnel.

Hospitals and motel managers are more favorable to hiring rehabilitated mentally retarded persons than hotel, laundry--dry cleaners, restaurant and nursing home personnel managers.

Positive relationships between educational level of personnel managers and favorable attitudes; between length of time on the job, with the organization and favorable attitudes toward the mentally retarded employees; and between size of the organization and favorable attitudes.

PHELPS, H. R.:

Post-school adjustment of mentally retarded children in selected Ohio cities. Exceptional Children 23: 58-62 November 1956.

Two factors in the initiation of secondary school programs for the mentally retarded: overcrowding in elementary special classes; problems of physically mature adolescents associating with elementary school children.

Sources for the study: school records, their last special teachers, the subjects themselves, and their employers. Selected subjects were those who had left school in 1949 or 1950.

163 subjects, 105 of which were male, median I.Q. 60.6, median age 21.7 Less than ½ were married - most of these were the females living conditions were below average - most unmarried subjects lived with parents, only 6% of which owned their homes. Only 10.5% were unemployed and had never been employed, 78.5% were employed or in the Armed Services, 11% were housewives. Over half reported no work experience in school. Subjects had been on the job a median of 13.6 months. Subjects had held a median of 2.3 jobs after leaving school.

Median hourly wage for males - $1.30
Median hourly wage for females - $ .75

Results suggest the importance of:
1. building high standards of responsibility
2. much help in personal grooming, manners, and related matters.

Employers generally very satisfied with these workers; they were unaware that their employees were mentally retarded.

Conclusion: In spite of being denied educational opportunities geared to his potentialities, the mentally retarded person makes a good adjustment after leaving school.

PORTER, R. B., and MILAZZO, T. C.:

A comparison of mentally retarded adults who attended a special class with those who attended regular school classes. Exceptional Children V24, No. 9 May 1958, pages 410-412.

12 subjects in each group; median age 21.5, median I.Q. 61/64

Terre Haute, Indiana

Findings: Special class group - 9/12 employed full-time
2/12 employed part-time
Regular class group - 2/12 employed full-time
2/12 employed part-time

Employers' comments: strengths of special group include ability to stick to the job, dependability, honesty, and getting along with fellow workers - special group needed to be trained only for the specific job they were to do.

Conclusions: special group had greater frequency of employment, fewer arrests, more church attendance, less drifting.

Preparation of mentally retarded youth for gainful employment, U. S. Office of Education (Bul. 1959 No. 28: Rehabilitation Service Series No. 507)

SERGSTACK, W. L.:

Planning on in-school work experience program for educable mentally retarded boys and girls. High School Journal SE: 179-184, December 1964. (1964, V48, No. 3, pages 179-184)

Retardates unable to transfer learning from school to out-of-school living - require more aid in spanning the gap between classroom experiences and those they must fact in the community.

Curriculum should offer what the retardate will need as adult, essential as a part of this situation in which student can function as an employee.

Students should be related on jobs - increase job potential with experience in several jobs, employers. Advocated a social-occupational oriented curriculum.

STRICKLAND, C. G.:

Job training placement for retarded youth. Exceptional Children 31: 83-86, October 1964, (No. 2)

Texas Cooperative Program of Special Education - Vocational Rehabilitation in the public schools - 1962-1963.

Survey - 436 pupils assigned to 99 different jobs of ten categories (involved 81.8% of students assigned to on-the-job training)
At the end of the first year, 533 mentally retarded youth in job training = 372 male, and 161 female.

20.87% - hotel and restaurant occupations: 91 pupils in 11 types of work
16.29% - retail trade occupations: 71 pupils in 2 types of establishments
12.62% - auto service: 55 pupils in 10 jobs.
9.40% - personal services
7.11% - domestic services
4.82% - medical services
4.36% - construction jobs
2.98% - furniture jobs
2.52% - agriculture, horticulture
2.29% - laundry, cleaning
16.74% - miscellaneous

Results of the study indicate little limitation of opportunity for job training for retarded youth.

TAYLOR, E. A., Jr.:

Community work experience program for the mentally retarded. High School Journal 48: 185-190 December 1964 (1964, V48, no. 3, pages 185-190)

Portland, Oregon Public Schools

Each High school has: in-school work program for freshman, sophomore retardates; out-of-school work experience for juniors and seniors: three years work experience required for graduation.

Community resources: Goodwill Industries; Veterans Administration Hospital provide training facilities for out-of-school experiences; most work non-remunerative.

VOELKER, Paul - Detroit, Michigan:

Curriculum guide: Area I - Home and family living
II - Health
III - Democratic group living
IV - Vocational
  1. overview of the world at work
  2. why people work
  3. getting ready for a job
  4. getting a job
  5. keeping a job, gaining advancement
  6. your own business
  7. protective rights of the worker
  8. job training

This curriculum begins at 12 years of age, with three levels for various age groups.

WILLIAMS, Harold, M. - Baltimore Public School Program:

Two track plan - shop center classes; occupational classes

Both became available to the Educable Mentally Retarded at age 13. Shop classes are for students with a school achievement of less than 4th grade at that age, occupational classes are for slow learners with a level of 4th grade or more.

This plan is followed by the school-work program - students work in pairs, alternating 2 weeks in school and 2 weeks on the job; one student of the pair is in school while the other student works at the job to which the first student will return after 2 weeks.

Placement Service.

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APPENDIX I

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta 3, Georgia

Form: VR-MR-1

Mr. Jack P. Nix
State Superintendent of Schools

OFFICE OF VOCATIONAL REHABILITATION
PROGRAM FOR THE MENTALLY RETARDED

Dr. A. P. Jarrell
Assistant State School Superintendent
Rehabilitation Services

VOCATIONAL REHABILITATION REFERRAL AND APPRAISAL
(Confidential)

Name______________________________ Birthdate__________ Race____ Sex__________

Address______________________________ Phone______________ Grade____________

Cause of Disability____
(i.e., trauma, infection, toxic agents, genetic)

Name of Intelligence Test Utilized______________________ Date____________

M.A.______ C.A.______ IQ______ Verbal IQ______ Performance IQ______ Full Scale______

Other Disabilities____
(i.e., speech, cerebral palsy, polio, epilepsy, orthopedic, visual)

Use of Hands: Poor______________ Fair______________ Good______________

Weight__________ Height__________ Family Physician____________________

Father's Occupation____________________ Mother's Occupation______________

Occupation of Other Relatives____________________________________

Actual Grade Level Achievement in Reading________ Arithmetic________ Spelling________

Special Interests and/or Hobbies______________________________

Work Experience____

Parents' Goals for Client____________________ Client's Vocational Goal__________

Parents' Approve Referral to Division of Vocational Rehabilitation: Yes____ No______

Source of Referral____
(Name and address of referring organization and official)

Referred to Vocational Rehabilitation Counselor______________________ Date____________

Since you know this individual as well or better than anyone else, your appraisal of this client would be most helpful to the Vocational Rehabilitation Counselor making a vocational evaluation. Please rate the following factors of personal, social, emotional, and pre-vocational adjustment as they compare with an average person of the same chronological age.

A. PERSONAL HABITS:	Poor	Fair	Good	Evidence
1. Hygiene				
2. Appearance				
3. Dress				
4. Grooming				
5. Care of Clothing				
6. Posture				
7. Poise				

B. ATTITUDES:	Poor	Fair	Good	Evidence
8. Toward Parents				
9. Toward Siblings				
10. Toward Peers				
11. Toward Authority				
12. Toward Tasks				
13. Toward Criticism				

C. SOCIAL SKILLS:	Poor	Fair	Good	Evidence
14. Relations-- Same Sex				
15. Relations--Opposite Sex				
16. Acceptance in Groups				
17. Courtesy				
18. Speech				
19. Carry on a Conversation				

D. WORKER TRAITS AND SKILLS:	Poor	Fair	Good	Evidence
20. Places a Value on Work				
21. Sustained Effort				
22. Motivation--Desire to Achieve				
23. Working to Capacity				
24. Dependability				
25. Punctuality				
26. Honesty				
27. Truthfulness				
28. Cooperation				
29. Corrects His Own Mistakes				
30. Sense of Accomplishment				
31. Ability to Listen				
32. Following Directions--Oral				
33. Following Directions--Written				
34. Following Directions--Demonstrated				
35. Complete GSES Application				
36. Travel Independently				
37. Giving Directions				
38. Tell Time--Half, Qtr.				
39. Make Change				
40. Use a Telephone				
41. Use a Ruler				
42. Use a Weighing Scale				
43. Read a Map				

E. **Emotional Stability:**

1. Indications of acceptance or rejection by parents____________________

2. Indications of overprotection____________________

3. Indications of dependency on teacher, fellow students, parents or spouse___

4. Which parents does client prefer?____________________

5. Which parent administers punishment?____________________

6. How does client compare with brothers and sisters?____________________

7. Indications of agressiveness. (Check any of the following): Temper outbursts_______; Kicking, biting, and teasing others_________; Bad Language___; Tearing things apart______; Talking too much________.

8. Indications of hyperactivity. (Check any of the following): Moves about too much_____; Jerking______; etc.____________________

9. Does client have a close friend of the same sex?____________________

10. Does client have a close friend of the opposite sex?____________________

11. Indications that client tries to improve on or detract from what had been done____________________

12. Indications of self-confidence or the lack of self-confidence____________________

13. Indications of concentration. (Is not distractible)____________________

14. Frustration level. (Does client give up easily?)____________________

F. PLEASE ATTACH COPY OF PSYCHOLOGICAL EVALUATION REPORT IF AVAILABLE.

G. ADDITIONAL COMMENTS. (Please use the remainder of this page and the back to elaborate.)

APPENDIX II

Front

VR-MR-2 **Georgia Division of Vocational Rehabilitation**

RESEARCH AND DEMONSTRATION PROJECT FOR MENTALLY RETARDED

Name .... Consultant ....
Address .... Birth.............. Race....... Sex.......
Name of School .... County ....
Date and Type of Service: Years in School.................. Years in Special Ed....................
(00) Referred to Consultant .... Case Reviewed ....
(01) Accepted for Voc. App.................. (02) Deferred.............. (03) Rejected..............
Voc. Appr.............. Psy. Eval.............. Psychologist ....
Verbal IQ.............. Performance IQ.............. Full Scale IQ.............. Test ....
Other Disabilities .... Voc. Prognosis: Good....... Fair....... Poor.......
Recommendations: ....
Ref. to Medical Specialist .... Psychological Consultation ....
(04) Accepted for Pre-Voc. Trg.................. (05) Deferred .... (06) Rejected..............
Phases of Pre-Vocational Training: (Dates and Type)
(07) Consultation .... (08) Ready for Assignment ....
(09) School-Work "In" .... (010) School-Work "Out".................
(011) Workshop Evaluation .... (012) School-Voc. School ....
(013) Other .... Completed Pre-Voc. Program ....
(014) Terminated .... (015) Closed Non-feasible ....
Reasons .... (016) Transferred to Counselor ....

Back

Transferred to Counselor:

On-the-Job Training .... Formal Voc. Training ....
Job Placement ....
Job at Closure .... Code.............. Weekly Salary ....

Status:

Year	1961-62				1962-63				1963-64				1964-65				1965-66			
Quarter	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4	1	2	3	4

Notes:

APPENDIX III

VR-MR-3

GEORGIA DIVISION OF VOCATIONAL REHABILITATION

REFERRAL AND CASE LOAD REPORT
Period July 1, 19_______to______________________
Referrals (Status 0)

(a) Number on hand July 1....................________
(b) New since July 1........................________
(b-2) Transferred in referred...............________
(c) Total (a + b + b-2).....................________
(d) Closed since July 1.....................________
(e) Accepted since July 1...................________
(e-2) Transferred out referred..............________
(f) Total removed since July 1(d+e+e-2)......________
(g) Remaining at end of period (c - f).......________
(h) Number deferred.........................________
(i) Number awaiting investigation (g - h)........ ________

PRE-VOCATIONAL TRAINING PHASES

			Reviewed and			Voc. Appr. Obtained and			Pre-Vocational Training (Type)							Completed Pre-Voc. Trg. Prog.		
	Total on Hand	Referred Awaiting Review	Accepted for Voc. Appr.	Deferred	Not Accepted for Voc. Appr.	Accepted for Pre-Voc. Trg.	Deferred	Not Accepted for Pre-Voc. Trg.	Consultation	Ready for Assignment	School-Work "in"	School-Work "out"	Workshop Evaluation	School-Voc. School	Other	Terminated	Closed Non-Feasible	Transferred to Counselor
Phases		00	01	02	03	04	05	06	07	08	09	010	011	012	013	014	015	016
Old Cases Cases from Previous Yr.																		
First Quarter																		
Second Quarter																		
Third Quarter																		
Fourth Quarter																		
Total Participating Current Year																		
GRAND TOTAL																		
Current Month																		

CONSULTANT:______________________

DATE:______________________

VR-MR-4

GEORGIA DIVISION OF VOCATIONAL REHABILITATION

PRE-VOCATIONAL TRAINING PHASES

System____________________
School____________________
Principal____________________

Teacher____________________
Coordinator____________________
VR Consultant____________________

DATE____________________

		Reviewed and Voc. Appr. Obtained and						Pre-Vocational Training (Type)							Completed Pre-Voc. Program			
Name of Pupil	Referred Awaiting Review	Accepted for Voc. Appr.	Deferred	Not Accepted for Voc. Appr.	Accepted for Pre-Voc. Trg.	Deferred	Not Accepted for Pre-Voc. Trg.	Consultation	Ready for Assignment	School-Work "In"	School-Work "Out"	Workshop Evaluation	School-Voc. School	Other	Terminated	Closed Non-Feasible	Transferred to Counselor	
Phases	00	01	02	03	04	05	06	07	08	09	010	011	012	013	014	015	016	

APPENDIX IV

VR-MR-5

APPENDIX V

WORK-SCHOOL PERMIT

This is to certify that I approve of ______________________________ receiving pre-vocational work experience or on-the-job training in ______ ________________ with ________________________ at __________________________ ____________________ during the school day.

Signed: Mr. ______________________ ____________
(Date)

Mrs. ______________________ ____________
(Parents or Guardians) (Date)

______________________ ____________
(Teacher) (Date)

______________________ ____________
(Vocational Rehabilitation Consultant) (Date)

______________________ ____________
(Principal) (Date)

VR-MR-6

APPENDIX VI

PRE-VOCATIONAL TRAINING PERMIT

This is to certify that I approve of ______________________________ participating in the pre-vocational training program at________________ High School. I understand that this program will be a part of his curriculum and that it may involve part time away from the school grounds for examination, evaluations, and pre-vocational work experience training. I agree to do my part and to relieve the school, Vocational Rehabilitation, and their agents from any responsibility as to the outcome of any injury or accident occuring to______________________________ while he is receiving these services.

___________________________________	_________
(Parents or Guardians)	(Date)
___________________________________	_________
(Teacher)	(Date)
___________________________________	_________
(Vocational Rehabilitation Consultant)	(Date)
___________________________________	_________
(Principal)	(Date)

APPENDIX VII

VR-MR-7

WORK ADJUSTMENT REPORT

Name____________________ Training Station____________________

System____________________ Teacher____________________

School____________________ VR Consultant____________________

Period Covered: From____________________ To____________________

Attendance: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23
24 25 26 27 28 29 30 31
(Please Circle Days Present)

	Poor	Fair	Good	Evidence
A. Personal Habits				
B. Attitudes				
1. Toward You				
2. Toward Job				
3. Toward Fellow Workers				
C. Relations with other workers				
D. Worker Traits and Skills:				
1. On time				
2. Stays on Job				
3. Doing His Best				
4. Reliable				
5. Honesty				
6. Cooperation				
7. Following Directions - Oral				
8. Following Directions - Written				
9. Following Directions - Demonstrated				

How much supervision does the pupil need?____________________

How could teacher or counselor help pupil?____________________

ADDITIONAL COMMENTS:____________________

(Signature of Trainer of Employer)

Date: Month Day Year

APPENDIX VIII

VR-MR-8

STAFF ACTIVITY REPORT

MONTH________ YEAR________

NAME	Tot.	Counseling		Consul-	Interview		Voc.	P-V	New Trg. Sta.		Active	CLOSED			Counselor			
	P-Cl	Par't	P-Cl	tation	Par't	P-Cl	Appr.	Plans	In	Out	Plans	Reh.	Ref.	Other	Trf.	Plan	Reh.	Other
CUMULATIVE TLS. THIS YEAR																		

ACTIVITY REPORT________
NAME

VR-MR-9

APPENDIX IX

STATE OF GEORGIA
Department of Education
Division of Vocational Rehabilitation

Pre-Vocational Evaluation Plan

NAME____AGE____RACE_____SEX__________

ADDRESS________________________SCHOOL_________________DATE__________________

TEACHER________________________CONSULTANT_____________COUNSELOR______________

COUNSELING STATEMENT - Describe briefly the client's problems and needs which could be improved or corrected through pre-vocational training.

____

____

____

Vocational Preference (If Any)____________Tentative Vocational Objective____________

PROGRAM FOR SCHOOL YEAR 19__-___

Special Classes (Periods and Subjects)______________________________________

Regular Classes (Periods and Subjects)______________________________________

Training Station	School-Work "In" or "Out"	Class Periods	Date Initiated and Completed	Evaluator	Performance
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					

Approved by__________________________
Teacher

Approved by__________________________
Consultant

Approved by__________________________
Principal

Date_________________________________

Date Transferred to Local Counselor____________

APPENDIX X

VOCATIONAL APPRAISAL

TO: Program Supervisor APPRAISAL DATE: October 29, 1965
FROM: Consultant DATE OF REPORT: November 24, 1965
RE: Pupil-Client

I. BACKGROUND INFORMATION:

This 16 year old white female was referred to Vocational Rehabilitation by the pre-vocational training instructor at a public high school. She lives with her father, who is a stock clerk; her mother, who is a housewife; and with five siblings in a low rent public housing project. The parents are quite cooperative with Vocational Rehabilitation since the client's older brother has been evaluated and is presently receiving work adjustment training under the program sponsored by Vocational Rehabilitation and the Secondary School System. The client makes a nice appearance, is generally neatly dressed, and would make a very good impression if she were aware of some of the requirements for good grooming. She states that she has no particular interest outside the home and school, and that her vocational objective is to become a beautician. Client is accepted in the home and receives good support from the family members who place a value on employment.

II. PHYSICAL CAPACITIES:

A general medical report has been received from a licensed physican which shows this client to be in good physical condition at the present time. All laboratory findings were within the normal range. The physican makes no recommendations for further medical evaluation or treatment, and states that the client's medical prognosis is good. At the time of the examination, the client was 5', 1½" tall, and weighed 119 pounds. In general, there seems to be no physical factors which will limit this client's evaluation and training program.

III. INTELLECTUAL CAPACITIES:

The school reports an IQ of 68 earned by this client in 1961 on an unspecified test. On October 29, 1965, a licensed psychologist administered the Wechsler Adult Intelligence Scale and the client obtained a verbal IQ of 71, a performance IQ of 69, and a full scale IQ of 68. These test scores indicate that the client is functioning in the moderately defective range of mental abilities at the present time. However, the psychologist notes that with this girl's lack of motivation and effort, these results do not reflect her true potential. The scale subtest scores are as follows:

4	Information	4	Picture Completion
5	Comprehension	7	Block Design

3	Arithmetic	4	Picture Arrangement
5	Similarities	5	Object Assembly
4	Digit Span		

The client's behavior during the testing situation has a significant bearing on these results, and the psychologist states that "she just did not try much of the time, and when she encountered the least difficulty, she gave up completely. No amount of reassurance, encouragement, or pressure had much affect. The very few times she could be pressed to try, she achieved some degree of success, but this apparently had no rewarding aspects for her."

IV. EMOTIONAL FACTORS:

The psychologist administered the Rorschach, Bender Gestalt, and Draw A Person, and the results indicate that she is a constricted, inhibited person who is unwilling to put forth effort. The results also indicate that this client is a hostile girl, although this is not expressed overtly, but rather is achieved through passive-aggressive behavior. The psychologist feels that her passive-aggressive behavior will make it difficult for those around her during her evaluation and training program.

V. VOCATIONAL FACTORS:

Consultant administered the Wide Range Achievement Test and the client earned a word recognition grade level of 3.6 and an arithmetic grade level of 4.4. These scores are consistent with the client's overall mental ability as measured by the intelligence test. On the Purdue Pegborad Manual Dexterity Test the client's scores range from the 5th to the 30th percentile and while these scores are not particularly high, Consultant feels that the client's initial anxiety during the testing situation has a detrimental effect on her performance. On the Crawford Small Parts Dexterity Test the client's scores range from the 14th to the 29th percentile, and on the Screws section, her performance was outstanding with scores ranging between the 72nd and the 96th percentile. On the Minnesota Rate of Manipulation Test the client's scores range from the fourth to the fifty-seventh percentile with most scores above the 1st quadrale. The Consultant observed during the testing situation that this client has only fair ability to follow oral and demonstrated directions, but that her motivation seems to be above average at this time.

VI. VOCATIONAL IMPLICATIONS:

The above information indicates that this client has the potential to benefit from the pre-vocational work adjustment evaluation and training program jointly sponsored by Vocational Rehabilitation and the Secondary School Systems. Since this client is nearing the maximum level of her academic achievement, her program should be structured toward vocational objectives and learning to deal effectively with the problems of daily living. This client needs a great deal of help in personality development, especially in the areas of interpersonal relationships and the development of adequate social skills. Her personal appearance can be improved by instruction in good grooming habits and her evaluation and training program should include an area in which this instruction can be provided. She should be provided with close supportive counseling and guidance to help her overcome her present tendency toward passive-aggressive behavior, and to aid her in her overall adjustment to work situations. Present test results indicate that this client's ambition to become a beautician is unrealistic, and she should be provided with occupational information about jobs in areas in which she can be expected to perform adequately. She should be able to function on jobs in the general area of personal services where only simple, routine tasks are required of her and where close supervision can be provided. The client could definitely benefit from an evaluation period at the A. P. Jarrell Pre-Vocational Center and this should be the initial step in her evaluation process. Consultant and pre-vocational training instructor should follow this client's evaluation period closely to determine which area in which she has the greatest potential for vocational performance. It will be of great importance in this case for the client to continue in her school program until its completion in order for her to become both socially and vocationally adjusted at its completion.

TO: Vocational Rehabilitation Consultant

FROM: Clinical Psychologist

RE: Pupil-Client

SEEN: October 29, 1965
AGE: 16 years

History:

The pupil-client is a sixteen year old girl who is in the special education program at a public high school. The school reports an IQ of 68 obtained in 1961, with an unspecified test. The teacher comments that she appears lackadaisical at times and that she is quick to give up. She is the second of six children. Her father is a stock man at a local store. Her own vocational interest is in becoming a beautician for which she hopes to receive training. She seems to spend much of her time at home, although she does have a boy-friend and goes to movies with him occasionally.

PSYCHOLOGICAL EXAMINATIONS

Behavior:

This is a neatly dressed girl, who, except for very unkempt hair, makes a nice appearance. She is a very quiet girl; at times she seemed somewhat sullen and distant. The teacher's observation that she gives up quickly was amply confirmed in the session. She made little effort, particularly on verbal tasks and was very quick to say that she did not know answers. She just did not try much of the time and when she encountered the least difficulty she gave up completely. No amount of reassurance, encouragement or pressure had much effect. The very few times she could be pressed to try, she achieved some degree of success, but this apparently had no rewarding aspects for her.

Tests of Intelligence:

On the Wechsler Adult Intelligence Scale this client obtained a Verbal IQ of 71, Performance IQ of 69 and Full Scale IQ of 68. The scaled subtest scores are as follows: Information 4, Comprehension 5, Arithmetic 3, Similarities 5, Digit Span 4, Picture Completion 4, Block Design 7, Picture Arrangement 4, Object Assembly 5.

The test results reveal mental deficiency, moderate. With this girl's lack of motivation and effort, these results do not reflect her full potential. The one task in which she showed interest resulted in a more adequate performance on her part, suggesting somewhat higher ability when motivated. At present, however, overall functioning is at the moderately defective level. She is quite limited in Verbal areas including General Information, Arithmetic and Concept Formation. She does have more adequate visual-motor skills and any vocational plans that are made will best be directed toward situations involving such skills. While she could probably meet the dexterity requirements for hairdressing work, she is too limited to profit from a training program in this area.

Personality Evaluation:

The Rorschach, Bender-Gestalt and Draw-A-Person were administered. Due to this girl's poor cooperation it was difficult to obtain much data for the personality evaluation. Certainly she is a constricted, inhibited person who is unwilling to put forth effort. This may well be the result of a long history of failure and lack of stimulation and encouragement. She also seems to be a hostile girl, although this is not expressed overtly. Her passive-aggressive behavior can nevertheless achieve the desired results. Whether she can make the effort required in a vocational setting where success and interest are available is debateable. Hopefully she can begin to relax and respond to those working with her. Her passive-aggressive behavior will make it difficult for those around her, however.

Vocational Testing:

The results of the Wide Range Achievement Test administered by the Counselor were as follows: Word Recognition grade level, 3.6 and Arithmetic grade level, 4.4. As can be seen, academic achievement is limited and will be of little value vocationally. Her performance on the tests involving dexterity and manipulation was erratic. Thus, her scores ranged from the fifth to the thirtieth percentile on the Purdue Pegboard Test; from the fourteenth to the ninety-sixth percentile on the Crawford Small Parts Test; and from the fourth to the fifty-seventh on the Minnesota Rate of Manipulation Test. The Counselor notes that dexterity seems to be good as was her motivation. This last is in marked contrast to her approach to the other tests administered during the total evaluation. It seems clear that this girl has good visual-motor skills and that these can be capitalized on in vocational planning. Since her motivation and interest were improved on the manipulation tests, it appears that she is interested in working with her hands and perhaps will be able to put forth good effort.

Summary and Recommendations:

The test results reveal mental deficiency, moderate with a Full Scale IQ of 68. As has been mentioned above, this girl's motivation, interest and effort were quite poor throughout the intellectual evaluation and these factors certainly interfered with her performance. There are some indications that she is of higher potential than the test results obtained during the present examination. She is quite limited academically and, associated with this, verbal development has been poor. She reveals good visual-motor skills, however, including manipulative ability and dexterity. She is a quiet, rather inhibited girl who does exhibit passive-aggressive behavior. This is seen as one area of possible difficulty in working with her, although if she can receive some encouragement and have some realistic success experiences she may be able to put forth more effort and to begin to feel more comfortable with other people. Her vocational goal of becoming a beautician does not seem feasible in view of her academic weakness and her overall intellectual limitations.

APPENDIX XI

APPLICATION FOR EXTENSION AND IMPROVEMENT GRANT

AN E & I PROJECT TO PROVIDE IN-SERVICE TRAINING FOR PRE-VOCATIONAL TRAINING INSTRUCTORS, VOCATIONAL REHABILITATION SPECIALISTS AND COUNSELORS PARTICIPATING IN THE COOPERATIVE PROGRAM, SPECIAL EDUCATION AND VOCATIONAL REHABILITATION.

BACKGROUND FOR GRANT REQUEST

In 1961 the Georgia Division of Vocational Rehabilitation initiated the Research and Demonstration Project, 836-P "A Project to Assist the Public Schools in providing the Major Rehabilitation needs of the Mentally Retarded". This cooperative project achieved most of its objectives and demonstrated this to be an effective method for the Division of Vocational Rehabilitation, the Division of Instruction, Unit for Exceptional Children, and Selected Local Systems to meet the vocational and educational needs of the mentally retarded. Three years of experience in this program pointed out the need for revision of the methodology incorporated in the original Research and Demonstration Project so as to provide better coordination, more effective cooperation, intensified supervision and a clearer understanding of the objectives by staff members. The revised Cooperative Plan and Agreement, effective September 1, 1964, seeks to accomplish these goals. (Revised Project Narrative is attached.)

In the three years of the R & D Project a need for intensified training of Pre-Vocational Training Instructors and Vocational Rehabilitation personnel assigned to the Project has been apparent most of this period. It has been felt that the regular training program of Special Education and Vocational Rehabilitation would provide the training but this has not met the needs. There is now an urgent need for an intensified training program for all personnel assigned to facility units. This is because the Vocational Rehabilitation personnel have very little formal training in the areas of mental retardation, curriculum, team approach for total evaluation, and philosphy of special education. The Pre-Vocational Training Instructors have very limited knowledge in the areas of Vocational Evaluation, Occupational Information and Evaluation, Counseling Parents and handicapped pupil-clients in realistic vocational objectives, team approach for total evaluation, and philosophy and concepts of Vocational Rehabilitation.

TYPE OF PROJECT

This Extension and Improvement Project will provide intensive orientation and in-service training for stall members who perform vital functions in the operation of Facility Unit as described in the attached narrative, "A Cooperative Plan for the Education and Rehabilitation of Handicapped Pupils in the Public Schools of Georgia". This in-service training for Facility Unit Personnel can best be achieved through a program developed to cover the following objectives:

1. Develop guide lines for continuous in-service training program for personnel assigned to facility units and other personnel who have responsibilities in the Cooperative Program with public schools. Major emphasis will be given to the following: (1) orientation and interpretation of the basic philosophy and concepts, (2) coordination, (3) developing techniques in counseling the mentally retarded, (4) developing techniques

of working together, (5) how to better utilize community resources, (6) modification and development of curricula, (7) occupational orientation and evaluation, and (8) placement techniques. The continual bringing together and working together of the staff involved with this Program would contribute substantially to the vocational rehabilitation and educational development of the mentally retarded.

2. Develop technique for evaluation and improvement of facility units.
3. Develop technique for efficient and effective coordination of Cooperative Program between Vocational Rehabilitation and Special Education.
4. Until a coordinator can be secured, Vocational Rehabilitation personnel and Special Education personnel, under the guidance of University personnel in charge of training for developing program and personnel, will coordinate the program. When a coordinator is secured, he will coordinate training in conjunction with above personnel who have supervisory responsibility for programs.
5. A Coordinating Team is composed of the coordinator for in-service training, Vocational Rehabilitation Supervisor for the Cooperative Program, Consultant for Unit of Exceptional Children, Vocational Rehabilitation Consultant and Special Education Coordinator.

JUSTIFICATION OF PROJECT

The R & D Project (836-P) was initiated July 1, 1961, with 7 public schools systems participating in the project. This project stimulated interest in the development of secondary programs in other school systems to the extent that 22 additional school systems initiated programs. Currently the agency is cooperating with 26 systems in the provision of Vocational Rehabilitation services to high school age pupil-clients.

Effective September 1, 1964, the Georgia Office of Vocational Rehabilitation, the Office of Instructional Services and 14 local school systems entered into an agreement which provides for cooperative financing of more intensified services to more adequately meet the needs of the eligible pupil-clients as outlined in the attached revised "A Cooperative Plan for the Education and Rehabilitation of Handicapped Pupil-Clients in the Public Schools".

This revised Cooperative Program under Vocational Rehabilitation Section II, Financing, will solve many of the problems identified in the R & D Project. However, this enlarged and expanded program will tend to intensify the need for in-service training for the present staff of 52 pre-vocational training instructors, 14 Vocational Rehabilitation adjustment counselors, 9 consultants and the anticipated addtional personnel during the next biennium. In-service training needs are further intensified by the fact that most of the positions will, of necessity, be filled by personnel who lack proper orientation in the Vocational Rehabilitation approach, formal training, and experience in working with handicapped pupil-clients. The in-service training needs for Facility Unit personnel are highly specialized in nature, which requires a more comprehensive approach for personnel than has been made available through the training program for Vocational Rehabilitation personnel under the 4A1 staff development programs. These funds are limited. The budget for 1964-65 is $13,444.44, all of which is committed. This intensified and highly specialized in-service training will be more advanced than the previous one until the personnel of Facility Units have been adequately trained. Since this is a highly specialized in-service training program, there are needs for a Project Coordinator and part-time Consultant in Psychology, Psychiatry, Curriculum, and Counseling. This in-service training program will require Pre-Vocational Training Instructors to be away from the Facility Unit as long as three to five days at a time. The State and local systems do not pay for supply instructors in public schools. Therefore, there is a need for money to pay supply instructors in order that the Pre-Vocational Training Instructors be released for in-service training.

PROJECT OUTLINE

It is anticipated that this Project will require the services of a coordinator of the in-service training perferably at the Doctorate level who is assigned one-half time to the Special Education Faculty of the University of Georgia and one-half time to this Project. This in-service training being of a highly specialized nature, as well as becoming broader and deeper in scope as it progresses, will need a coordinator who has a high degree of technical training in the areas of the proposed in-service training. There will also be a need of consultative services from a Psychologist, Psychiatrist, Curriculum Specialist, and Counseling Specialist, and this could be on a per day basis as needed. These Consultants would assist and provide guidance to the Project Coordinator, Assistant Program Supervisor, and to other parts of the training as needed. A period of two and one-half years will be required to achieve the objective of this Project.

The Coordinator will receive guidance from the Vocational Rehabilitation Supervisor of Services for Mental Retardation, Vocational Rehabilitation Supervisor of Guidance, Training and Placement, and Consultant for Unit of Exceptional Children. He will receive administrative supervision from the Assistant Program Supervisor for the Mentally Retarded.

FIRST PHASE

The first phase of this Project will focus upon overall orientation of all assigned staff into the basic philosophy, concepts and procedures necessary to insure coordinated efforts in the Facility Units. This phase should be initiated as soon as possible and be repeated once each year with modification during the next two years. There are no provisions made by the State Department of Education nor by the Local Systems to pay substitute instructors salaries without Pre-Vocational Training Instructors losing pay for this period of time. It will be necessary to pay substitute instructors in order that Pre-Vocational Training Instructors can attend in-service training institutes during school terms.

The following proposed in-service training institute has been planned for February 18, 19, and 20, 1965, which might serve as a prototype for institutes in the future. A proposed in-service training program is included to serve as an illuatration of annual orientation and evaluation institute.

IN-SERVICE TRAINING CONFERENCE
on
COOPERATIVE REHABILITATION PROGRAM
between
SPECIAL EDUCATION AND VOCATIONAL REHABILITATION

Conference:

Time: February 18, 19, and 20, 1965
Place: Howell House Hotel

Thursday, February 18, 1965

8:00 - 9:00----Registration
9:00 - 10:00---Orientation (Define Policies, Purposes, Goals, and Philosophy)

Participants:

Dr. A. P. Jarrell	Dr. William M. Holbert
Dr. Mamie J. Jones	Mr. Glenn Calmes
Dr. Titus H. Singletary	

10:15-10:30---Coffee Break

10:30-11:45---Defining Roles and Responsibilities
1. The Pre-Vocational Training Program
2. Special Education
3. Local School System

Participants:
1. Mr. William A. Crump
2. Mr. Richard H. Bartlett
3. Dr. J. W. Letson

11:45-1:00----Lunch

1:00 - 1:15---Briefing for afternoon workshops to work on during workshops I and II

Workshop I
a. Joint evaluation of pupil-clients
b. Team work planning regarding individual pupil-clients

Workshop II
a. School work-in assignments and other kinds of in-school scheduling
b. Job tryouts and on-the-job training in the community outside of the school

1:15 - 2:30---Workshop I
Eight groups, group leaders will be consultants, recorders will be selected teachers

2:30 - 2:45---Coffee Break

2:45 - 4:30---Workshop II
Continuation of Workshop I. Same groups, group leaders and recorders

Friday, February 19, 1965

8:30 - 9:00---Recorders' report on Workshops I and II, held on day before

9:00 -10:00---Curricula Trends
Speaker: Dr. Frances Scott, University of Georgia

10:00-10:15---Coffee Break

10:15-11:30---Workshop III
Group sessions on curriculum and pre-vocational training combined. Use coordinators as group leaders. Use selected teachers and other coordinators as recorders.

11:30-12:30---Lunch

12:30-12:45---Field trip. Field trip will be to A. P. Jarrell Center (busses will be provided to take them)

12:30-4:15----Field trip and visitation to A. P. Jarrell Center, while there the following will happen:

1:00 - 1:15---1. Briefing in cafeteria - summarize values of pre-vocational training.
1:15 - 2:30---2. Field trip visitation
2:30 - 2:45---Coffee Break
2:45 - 3:30---3. Panel discussion - job placement and follow-up (Mr. Baxter, Pre-Vocational Training Instructor, Consultant and Counselor).
3:30 - 3:45---4. Report on Workshop III (recorder's group)
3:45 - 4:15---5. Utilization of pre-vocational training as a basis for academic content and activities - Dr. Frances Scott

7:30 - 9:00---Banquet
Presiding: Dr. Claude Purcell
Welcome: Dr. A. P. Jarrell
Dr. Mamie J. Jones
Mr. Louise Stewart
Speaker: Mr. John R. Peck, University of Texas
Topic: "Counseling the Mentally Retarded"

9:00 -10:00---Social Hour

Saturday, February 20, 1965

8:30 - 9:30---General Session - Counseling
Speaker: Dr. Tom Porter, University of Georgia
Topic: "Counseling Parents - Personal as well as Vocational".

9:30 - 9:45---Coffee Break

9:45 -11:00---Workshop IV.
Counseling parents. Pre-Vocational training instructors, Guidance Counselors, Vocational Rehabilitation Counselors, and parent as group leaders, Vocational Rehabilitation Consultants as recorders, and Dr. Ainsworth, Dr. Peck, and Dr. Porter and Consultants on Moss's staff as floaters for workshop sessions.

11:00-11:45---Recorders' report on Workshop IV and a summary of conference by Mr. Young

11:45---------Adjournment

SECOND PHASE

The second phase will concentrate on the development of technique and procedure for evaluation and improvement of Facility Units. This aspect of the Project will involve the active participation of all members of the Coordinating Team. This team, or appropriate member as determined by Vocational Rehabilitation will visit Facility Units and confer with the staff, identify problem areas and assist in solution of problesm. Problems as well as strengths which have been identified in the evaluation, will have all aspects and implications examined by the Coordinating Team at a joint staffing with the appropriate personnel form the Local System. This evaluation will be for the purpose of better meeting the needs of handicapped pupil-clients through improved Facility Units and training Facility Unit personnel to better cope with weakness in the total program. Problems which cannot be solved at the local level will be referred to the appropriate agency for study and recommendations. The Coordinating Team, or the appropriate team member when needed, will help local systems to implement any changes that may result from the referral to any outside source.

Certain evaluative instruments will need to be designed by the Coordinating Team in terms of the objectives of the Project. In the study of Facility Units (a Consultant such as a Curriculum Specialist might well be needed here for specific evaluative work in certain areas being studied) there will need to be observations of classroom work, work-study programs, vocational appraisals and pupil-clients interviews. Also, there should be interviews of Administrative Staff and other professional staff involved in the total program. There will need to be a sampling of case files to help determine the overall effectiveness of the Facility Unit.

THIRD PHASE

The third phase would be regional institutes designed to meet training gaps that are peculiar to the differnt regions of the state. They would be similar to the Annual Statwide Training Institutes but on a smaller scale with Statewide Special Education and Vocational Rehabilitation personnel playing a greater role and with fewer consultants being brought in from the outside. For example, if it is desirable to study placements of clients, a person from the Employment Service or a Personnel Officer of Industry can be brought in. Or if the problem is a work-study program, personnel from a Facility Unit that is strong in that part of the Program can be utilized. These institutes would provide specifically for covering regional problems that are identified by Team evaluation of Facility Units such as locating school work-out situations.

FOURTH PHASE

The fourth phase is designed to fill gaps in the in-service training that can be secured only in a college or university setting with courses such as: occupational information, individual appraisal, nature of mental retardation, counseling as it related to Vocational Rehabilitation and other courses that are needed. The second part of this program would be to organize workshops to meet training needs that exist among several personnel assigned to Facility Units in common problem areas such as emotional overlay, interpreting vocational potential to parent, counseling parents for realistic vocational objectives and others that are now present or will be encountered. All of phase four would be carried out in a college or university setting. They would in most instances be during the summer to avoid prolonged absences from classes of Pre-Vocational Training Instructors.

Appendix XII

State Department of Education

DIVISION OF VOCATIONAL REHABILITATION
129 STATE OFFICE BUILDING
Atlanta, Georgia 30334
TELEPHONE: 688-2390

JACK P. NIX
STATE SUPERINTENDENT
OF SCHOOLS

A. P. JARRELL
ASSISTANT STATE SUPERINTENDENT
OF SCHOOLS IN CHARGE
OF REHABILITATION SERVICES

PRE-VOCATIONAL TRAINING STATION GUIDE

Automobile Mechanic Helper

GENERAL OBJECTIVES

A. Familiarize client with an actual work experience
B. Evaluate and develop good work habits
C. Evaluate and develop social skills and attitudes
D. Evaluate client's stated and/or tested interests
E. Evaluate and develop client's vocational aptitudes in this job
F. Appraise client's potential in this job area
G. Foster good mental health
H. Provide experience in the observation of safety measures

JOB DESCRIPTION

Assists automobile mechanic in the performance of his duties by handing him tools, holding parts while they are being installed, cleaning parts before they are replaced, removing parts that are to be replaced, cleaning tools and replacing them in the proper place, cleaning work area between jobs, going to parts department for parts and tightening nuts after they are in place.

He may perform some of the lesser skill jobs, such as, installing mufflers and tail pipes, tightening body bolts, adjusting brakes, replacing fan belts and packing front wheel bearing a replacing front wheels.

He may drain and fill a radiator, crank case, transmission and differential, wash and grease car, steam clean engine, rotate tires, check anti-freeze, and other duties related to servicing automobiles.

PHYSICAL REQUIREMENTS

This work is classified as heavy. A person should be in good general health with good physical ability since he must work in almost all body positions, such as stooping, kneeling, squating, prone, bending as well as lifting, pushing, pulling, reaching and holding. He must have good vision in at least one eye. He must not be allergic to gas fumes, grease, oil, or cleansing detergents.

WORKER TRAITS AND SKILLS

A. Personal

He must like to work on machines, therefore he should take pride in his ability to take and carry out instructions. He should be alert and willing to work on routine tasks or helping since his job is primarily that of a helper. He should not mind getting dirty and greasy.

B. Social

He should have the ability to take orders from his supervisors as well as the ability to get along in a small group. He will have very little contact with customers but should have average ability to deal with the customer.

C. Vocational

Since he must know wrench sizes he should have some number concepts. A mechanical concept is necessary because he must visualize the part in relationship to the machine. He should have fair motor coordination, finger dexterity, eye-hand coordination and manual dexterity. He should have a driver's license and a respect for machine and tools. He should be able to follow out oral and demonstrated instructions.

D. Contributions teacher can make toward these skills

The teacher should help the pupil become familiar with the names of the tools of the trade, with a probable vocabulary, as near as possible a step by step break down of the duties and experiences the pupil will go through. He should help the pupil to understand the needs, objective and to establish a willingness on the part of the pupil to take the training step by step. He should also help the pupil to do a self evaluation of his progress from time to time, pointing out his strong points as well as weak ones.

E. Contributions Trainer can make toward these skills

The trainer should see that the pupil receives training that is well planned and administered. He should communicate with the teacher regarding problems of which he feels that the teacher can help. Pupil should be given recognition when he deserves it as well as constructive criticism. He should be aware of strong points as well as the weak ones, trying to improve each where possible.

WORKING CONDITIONS

Most of the work will be done inside, however, it will be necessary from time to time to work outside in all kinds of weather. There will usually be exhaust or other fumes in the building. Also possibly slippery places from time to time where grease has dropped or oil spilled before it has been cleaned up. There are possibilities of cuts and bruises from tools, burns from acids or overheated parts. The work will require a person who is physically active because he will have to stoop, kneel squat, bend, and be in a prone position at times. He will have to reach, pull, lift, push and hold objects for long periods of time.

EXPERIENCES

A. Orientation

1. Introducation to other workers
2. Discussion of shop rules
3. Assignment of duties to be performed daily
    a. Clean work area (after each job)
    b. Clean and place tools in proper places (after each job)
    c. Discarding of old parts
    d. Location of parts department

B. Classroom Instruction (Provided concurrently with assigned duties in training station)

1. Safety practices
2. Names of tools and machines
3. Uses of tools and machines
4. Studying auto charts for location and use of parts
5. Studying auto charts for vocabulary
6. Use of detergents for cleaning parts
7. Study cooling system
8. Study electrical system
9. Study brake system
10. Study exhaust system
11. Study engine chart to learn major parts
12. Study transmission chart to learn major parts
13. Study differential chart to learn major parts
14. Study suspension system
15. Miscellaneous repairs

C. Regular duties

1. Clean work area after each job
    a. Compounds for clean oil and grease
    b. How to apply cleaning compound
    c. How to remove compound

2. Scrubbing work area at end of day
    a. Compound used
    b. Equipment used
    c. Disposal of waste materials

3. Tools
    a. Clean
    b. Compounds used
    c. Store hand tools in proper places
    d. Return major tools to proper places

D. Specific work experiences - Under Supervision

1. Cooling system
    a. check water level
    b. drain water
    c. remove and replace radiator
    d. replace radiator hoses
    e. replace heater hose
    f. check anti-freeze
    g. replace fan belt
    h. adjust fan belt
    i. check for leaks
    j. check thermostat

2. Exhaust system
    a. check mufflers
    b. check tail pipes
    c. replace muffler if needed
    d. replace tail pipes if needed
    e. check for exhaust leaks
    f. check for proper clearness and rattles

3. Brake system
    a. pull wheel and check brake lining
    b. remove brake shoes
    c. replace brake shoes
    d. check brake drumes and turn if needed
    e. pack and replace wheels
    f. adjust brakes
    g. fill with brake fluid
    h. check for leaks
    i. bleed lines if needed

4. Fuel system
    a. check for leaks
    b. remove fuel pump
    c. replace fuel pump
    d. remove carburetor and disassemble
    e. replace reassembled carburetor
    f. check air filter

5. Electrical system
    a. check battery
    b. check acid level
    c. check terminals
    d. check for loose connections

   - e. remove spark plugs (clean and adjust or replace with new ones)
   - f. replace spark plugs
   - g. open distributor cap for inspection
   - h. replace distributor cap
   - i. inspect light and replace defective units
   - j. check fuses
   - k. check coil
   - l. check starter
   - m. check generator
   - n. check voltage regulator

6. Steering system
   - a. check front tires for wear
   - b. check tie rod ends for play
   - c. remove worn tie rod ends and replace
   - d. check fluid in power steering pump
   - e. check power cylinder for leak

7. Engine
   - a. study chart for parts and uses
   - b. remove attachment for engine
   - c. disassemble engine
   - d. clean all parts
   - e. replace worn or defective parts
   - f. reassemble engine
   - g. replace engine in chassis
   - h. reconnect all parts
   - i. replace oil and check
   - j. replace water and check
   - k. lubricate moving parts as needed

8. Transmission
   - a. check fluid
   - b. remove attachments holding transmission in chassis
   - c. remove transmission from chassis
   - d. clean transmission
   - e. disassemble transmission
   - f. clean all parts
   - g. replace worn or defective parts
   - h. reassemble transmission
   - i. replace in chassis tightening all attachments to chassis
   - j. fill with fluid and check
   - k. check for leaks
   - l. adjust linkage

9. Differential
   - a. check universal joints
   - b. remove if defective and replace
   - c. remove attachments holding differential to chassis
   - d. disassemble differential
   - e. clean all parts
   - f. replace worn or defective parts.

   g. reassemble differential
   h. replace and refasten attachment holding to chassis
   i. fill with grease or fluid

10. Suspension system
    a. check shock absorbers
    b. replace defective shock absorbers
    c. check springs
    d. check front wheel suspension
    e. check stabilizers, if any

11. Miscellaneous repairs
    a. check windshield wiper blades
    b. check windshield wiper
    c. replace if defective
    d. check windshield washers
    e. rotate tires
    f. repair tires
    g. check for rattles and tighten bolts and screws

APPENDIX XIII

Form: IEC-M 36
September, 1962

STATE DEPARTMENT OF EDUCATION
State Office Building
Atlanta 3, Georgia

DIVISION OF INSTRUCTION
SERVICES FOR EXCEPTIONAL CHILDREN

Claude L. Purcell
State Superintendent of Schools

Leave Blank
RD -

COOPERATIVE DEVELOPMENTAL PROGRAM FOR THE EDUCABLE MENTALLY RETARDED
BETWEEN
THE DIVISION OF INSTRUCTION - THE DIVISION OF VOCATIONAL REHABILITATION - LOCAL SCHOOL SYSTEMS - COMMUNITIES

PHASES	PRIMARY	INTERMEDIATE	JUNIOR	SENIOR	POST-SCHOOL or	
					VOCATIONAL TRAINING	EMPLOYMENT
Setting	Elementary School	Elementary School	Junior High (combination)	Senior High	Workshop, Vocational	Industry
Age Range	6-9 C. A.	10-13 C. A.	14-16 C. A.	17-21 C. A.	21+ C. A.	
Social Group Size	Small Group	Small Group	Small Group--Large Group Independent-like Group	Small Group--Large Group Independent-like Group	Semi-independent Group	Independent Group
Adjustment Area Development	Social	Academic	Vocational Appraisal	Pre-vocational	Vocational	Vocational
Curriculum Emphasis	SOCIAL-Academic vocational	ACADEMIC-Social-vocational	ACADEMIC-Vocational-social	ACADEMIC-VOCATIONAL SOCIAL	VOCATIONAL-Academic-social	VOCATIONAL-Social-academic
Scheduled Situations	Special Class (self-contained)	Special Class (self-contained)	Special Class (self-contained) Regular Class (departmentalized) School-work-in Training Station	Special Class (self-contained) Regular Class (departmentalized) School-work-in Training Station	Vocational Class Apprenticeship	On the Job
Dependency	Teacher-dependent	Teacher-semi-dependent	Teacher-semi-independent	Teacher-semi-independent	Teacher-independent	Independent
Association Figures	Peer Group	Peer Group	Peer Group	Peer Group	Peer Group	Peer Group
Identification Figures	One Adult	One Adult	Several Adults	Many Adults	More Adults	Unlimited Adults
Personnel (responsibilitors)	Special Teacher	Special Teacher	Special Teacher Regular Teacher Vocational Rehabilitation Consultant Other School Personnel (Educational Consultants)	Special Teacher Regular Teacher Vocational Rehabilitation Consultant Vocational Rehabilitation Counselor Trainor (Educational Consultants)	Vocational Teacher Apprenticeship Trainor Vocational Rehabilitation Counselor	Vocational Rehabilitation Counselor Employer
Special Teacher Voc. Rehab. Consultant Voc. Rehab. Counselor (Educational Consultant)		Cooperative Provision of Supplementary Services	....		....	

APPENDIX XIV

"A PROJECT TO ASSIST PUBLIC SCHOOLS TO MEET SOME OF THE MAJOR REHABILITATION NEEDS OF THE MENTALLY RETARDED"

Comprehensive Evaluation or Training Plan

Name Pupil-Client Date 9-15-65

School Georgia High Grade 8th

Comprehensive Evaluation Plan

Activities:

Special Education Arithmetic
Special Education Reading
Special Education - (Vocational Orientation)
School Work-In - Lunchroom
Art
Vocational Appraisal Clinic
Vocational Rehabilitation General Medical Examination

This client's ability to follow written, oral and demonstrated directions, his motivation, peer relationships, attitudes, personal habits, and social skills will be evaluated in all of the above activities.

In Special Education classes in Arithmetic and Reading, the client's basic academic skills will be evaluated along with vocabulary, language skills, ability to understand abstract reasoning, and communication skills, and application of learned skills. In Special Education - (Vocational Orientation), the client will be evaluated on his attitudes toward work, his understanding of job requirements, and his ability to deal with others along with an overall evaluation with the realistic nature of his vocational objectives. On the school work-in situation at the lunchroom, the client will be evaluated on his ability to perform the tasks assigned, his attitudes toward work, his ability to deal with others, and basic worker traits and skills. The principal interest for evaluation in the art class will be a better understanding of the client's ability to see and correct his own mistakes, and a better understanding of his perception and self-confidence. The client will be scheduled for a Vocational Appraisal Clinic to determine his intellectual capacities, emotional development, and vocational related dexterity skills, along with overall vocational potential. A General Medical Examination will be scheduled to determine the client's physical capacities.

Appendix XV

"A PROJECT TO ASSIST PUBLIC SCHOOLS TO MEET SOME OF THE MAJOR REHABILITATION NEEDS OF THE MENTALLY RETARDED"

Comperhensive Evaluation or Adjustment Training Plan

Name Pupil-Client Date 9-16-65

School Georgia High Grade 10th

Comprehensive Adjustment Training, Personal, Social, Work Plan

Need: To develop and strengthen all work concepts need for employment, To develop and strenghten all personal and social concepts, To relate work and educational activities to a functional and practical level for community competence.

Activities:

PRE-VOCATIONAL WORK-OUT ADJUSTMENT TRAINING:

1. Drug Store Clerk.
2. 5 & 10¢ Store Clerk.
3. Dress Shop Clerk.
4. Kitchen Helper (Hotel).

* This adolescent female is essentially healthy in terms of overall personality development and functioning. A low level of anxiety was noticed; however, there were no gross disturbances in thought or effect. It appears that she seems to relate well in interpersonal situations, both with adult authority figures, and with peers. She is a moderately extroverted individual and seems to enjoy working in close relationships with other people. She is free from distractioning impulsivity and would be able to carry through tasks to completion with only moderate supervision.

CURRICULUM

I. GEOGRAPHY

A. To help the pupil-client see the relationship of the earth to the solar system and space.

B. To help the pupil-client develop a grasp of the magnitude of the world as a whole.

C. To help the pupil-client develop a sense of time and distance.

D. To help pupil-client develop a knowledge of climate and its effect on various peoples.

E. Ways man had conquered nature.

F. Importance of resources.

G. Effect of location upon communities and culture.

H. Basic similarities of people everywhere.

I. Interpendence of people.

J. Read maps, pictures.

II. BIOLOGY

Objectives:

A. Understand the organs of the body and their functions.

B. Understand the nervous system of the body.

C. Understand the muscular system of the body.

D. Understand the skeletal system of the body.

E. Understand the makeup of cells and their functions in the body.

III. HOME ECONOMICS

Objectives:

A. To determine if pupil-client can follow instructions.

B. To help pupil-client understand family dynamics and relationships.

C. To help pupil-client understand the duties and responsibilities of the various members of the family.

D. To help with personal hygience and gooming.

1. The selection of appropriate, clean, neat, and proper fitting clothes.
2. The selection and use of deodorants.
3. The habit of a daily bath or more frequently if needed.
4. The proper use of cosmetics and beauty aids.
5. The proper hair care and styles.
6. The daily care and cleaning of the fingernails.
7. The daily use of oral antiseptics.
8. The daily brushing and care of the teeth.
9. Other areas.

E. To help pupil-client understand, accept and maintain the proper home hygiene.

   1. How to clean floors (different types - wood, tile, terazzo, etc.)
   2. How to properly clean plates, cups, saucers, bowls, pots, and pans, etc.
   3. How to change and make beds.
   4. How to clean the bathroom, sterilize the lavatory, and commode.
   5. How to clean and polish furniture.
   6. How to clean curtains and draperies.
   7. How to clean rugs and carpets.

F. To help pupil-cleint learn how to properly iron the various clothing found in most homes. To teach pupil-client the correct temperature for the various fabrics and other ironing techniques as they may apply.

G. To help the pupil-client understand home management. To explain those areas that are vital in the management of the typical home.

   1. Size of home vs. number of family members.
   2. Amount of rent or mortage payments.
   3. Taxes.
   4. Budget (broken down into the various budget categoreis of rent, clothing, food, utilities, doctor and drugs, insurance, car payment, taxes, entertainment, etc.)
   5. Others.

H. To help pupil-cleint learn to prepare (cook) the various foods after selection has been made. Also the selection of the proper pan, pot or utensil, shortening, if any, degree of heat, duration of cooking time, and other factors that affect the taste and quality of the prepared meal.

I. To help pupil-client in the selection of a proper "year round" wardrobe.

J. To help pupil-cleint understand the proper methods in the care and cleaning of the various types of clothing.

   1. Wash and wear.
   2. Dry clean only.
   3. Machine vs. hand wash.

IV. SOCIAL STUDIES

Objectives:

A. Current Events

   1. Arouse interest in local, national, and international affairs.

2. Provide a background for understanding current happenings.
3. Develop skills in reading, critical thinking, and discussion.

B. Civics and Government

1. Concepts of democracy.
2. Elementary knowledge of local, county and state government.
3. An understanding of the federal government.
4. Election process.
5. Skill in working in groups.
6. Respect and uphold the law.
7. Right to vote.
8. Civic responsibility.
9. Taxes.

C. U. S. History

1. Factors which led people to come to the United States.
2. The advantages of the United States in location, climate, resources, and freedom.
3. Develop desire to extend democracy further.

D. World History

1. Unrecorded history.
2. Appearance of man.
3. Family life.
4. Urbanization.
5. Effects of geography upon people, nations, and cultures.

E. Economics

1. Budgeting.
2. Purchasing.
3. Vocational information.
4. Make out checks.
5. Leisure time activities.
6. Social Security.
7. Crime.
8. Employment opporturnities.
9. Agenciés (private and public) G.S.E.S., D.F.C.S., D.P.H., etc.

V. ENGLISH

Objectives:

A. To be able to communicate with another person orally.

B. To be able to communicate with another person through the written word.

C. Oral and written techniques as related to language.

D. To read and understand the meaning of the usual everyday signs, such as found on most highways, restaurants, churches, courthouses, post offices, banks and other frequently visited establishments.

E. To read a newspaper and to understand the composition or makeup of the average paper, headlines, society section, editorial section, business or commercial section, want ads, advertisements, etc.

F. To help the pupil-client to reach and identify colors and their meanings when related to such everyday life areas as stop lights, caution lights, danger signals, police or ambulance blinkers, etc. (red, yellow, green, amber and others).

G. To learn to use most of the "2,000 most commonly used words" (speech used in activities of daily living).

VI. PHYSICAL EDUCATION

Objectives:

A. Basic knowledge of physical fitness and proper rest.

B. Development of client's potential gross and fine dexterity.

C. Learning the basic daily exercises which should be practiced all through one's life span.

D. Understanding the necessity of proper exercises.

E. Learning to participate in group activities.

F. Basic knowledge of the muscular system of the body.

G. Learning to follow instructions.

APPENDIX XVI
M. R. Project RD 836 P
Fiscal Years 1961-65

(1) Card No. 1 (2) Case Number ______
(3) Disability: (3a) Primary ______ ______ Code ______
(3b) Secondary ______ Code ______
(4) Counselor Code ______ (5) Client's Name ______
(6) Age ______ (7) Race ______ (8) Sex ______
Name of School ______ (9) Code ______
(10) Number of Classes ______ (11) Date Class Entered Program ______
School System ______ (12) Code ______
(13) No. of Training Stations: (13a) Work-in ______ (13b) Work-out ______
Size of System ______ (14) Code ______ Size of M. R. Program ______ (15) Code ______
(16) Years in School ______ (17) Years in Special Education ______
(18) Performance I. Q. ______ (19) Verbal I. Q. ______ (20) Full Scale I. Q. ______
Vocational Prognosis ______ (21) Code ______

---

(22) Card No. 2 (23) Case Number ______

		Month Entered	No. Months in Phase		Month Entered	No. Months in Phase	Age
(24)	00			09			
	01			10			
	02			11			
	03			12			
	04			13			
	05			14			
	06			15			
	07			16			

(25) Number of Phases Entered ______

---

(26) Card No. 3 (27) Case Number ______
(28) VR Status 00 ______ 5 ______
1 ______ 6 ______
2 ______ 7 ______
3 ______ 8 ______
4 ______
(29) How Closed ______ (30) Age ______ ______ (31) Date Closed ______ ______
Mo. Yr. Mo. Yr.
(32) Completed Cooperative Program: Yes ____ No ____ (33) Employed: Yes ____ No ____
(34) Was a Certificate or Diploma received: Yes ____ No ____ (35) Employed· Yes ____ No ____
(36) No. of Months in Project ______ (37) In what phase was client at closure ______
(38) Has client dropped from school ______ (39) If yes, at what age did the client drop from school ______
(40) Job at Closure ______ Code ______
(41) Reason for Closure other than status #12 ______ Code ______
(42) Case service cost by Code on closed cases: A ______ B ______
C ______ D ______
E ______ F ______

(43) Training Station	Work (in)(Out)	Tuition (Yes) (No)	Client Received Pay (Yes) (No)

APPENDIX XVII

SUMMARY OF RESPONDENTS TO QUESTIONNAIRE BY GROUPS

Question	Superintendent					S.E. Coordinator					Principal					S.E. Teacher					V.R. Counselor					Guid. Couns.					GRAND TOTALS				
	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply	Much	Some	Little	None	No Reply
1	7	-	-	-	-	16	1	-	-	-	18	3	-	-	-	48	5	-	-	2	9	2	-	-	-	4	1	-	-	-	102	12	-	-	2
2	7	-	-	-	-	16	1	-	-	-	15	6	-	-	-	38	15	-	-	2	6	3	-	-	2	2	2	-	-	1	84	27	-	-	5
3	3	4	-	-	-	7	6	2	-	2	7	9	3	1	1	23	17	4	4	7	3	7	1	-	-	3	2	-	-	-	46	45	10	5	10
4	2	4	-	-	1	9	6	-	-	2	3	14	1	-	3	22	21	-	-	12	7	4	-	-	-	1	2	-	1	1	44	51	1	1	19
5	5	2	-	-	-	12	3	-	-	2	10	9	1	-	1	34	17	1	-	3	8	3	-	-	-	4	1	-	-	-	73	35	2	-	6
6	3	3	-	-	1	13	3	-	-	1	14	6	-	-	1	36	13	-	1	5	9	2	-	-	-	3	1	1	-	-	78	28	1	1	8
7	6	-	-	-	1	12	1	-	-	4	9	9	1	-	2	32	12	-	-	11	9	2	-	-	-	-	3	-	-	2	68	27	1	-	20
8	1	4	-	-	2	7	7	-	-	3	7	12	2	-	-	23	24	2	1	5	6	4	1	-	-	1	2	-	1	1	45	53	5	2	11
9	6	1	-	-	-	15	-	-	-	2	14	5	-	-	2	34	11	7	-	3	10	1	-	-	-	2	1	1	-	1	81	19	8	-	8
10	3	3	-	-	1	10	5	-	-	2	7	7	1	-	6	26	9	-	1	19	7	4	-	-	-	1	-	-	-	4	54	28	1	1	32
11	4	3	-	-	-	10	2	1	1	3	6	6	2	2	5	20	17	3	5	10	4	4	1	-	2	-	-	2	-	3	44	32	9	8	23
12	5	2	-	-	-	13	1	1	-	2	6	10	-	1	4	25	18	8	-	4	10	1	-	-	-	1	2	-	-	2	60	34	9	1	12
13	4	3	-	-	-	12	4	-	-	1	7	9	-	1	4	28	15	3	-	9	8	2	-	-	1	3	-	-	-	2	62	33	3	1	17
14	2	2	1	2	-	5	3	3	2	4	2	4	3	3	9	10	5	5	11	24	3	2	1	1	4	-	-	-	-	5	22	16	13	19	46
15	5	2	-	-	-	8	6	-	-	3	8	9	1	-	3	15	20	1	2	17	5	5	-	-	1	3	-	-	-	2	44	42	2	3	25
16	3	4	-	-	-	12	3	-	-	2	10	7	1	-	3	22	12	7	-	14	8	2	-	-	1	2	1	-	-	2	57	29	8	-	22
TLS.	66	37	1	2	6	177	52	7	3	33	143	125	16	8	44	436	231	41	25	147	112	48	4	1	11	30	18	4	3	25	964	511	73	42	266
QUES.	Yes		No		N.R.	Yes		No		N.R.	Yes		No		N.R.	Yes		No		N.R.	Yes		No		N.R.	Yes		No		N.R.	Yes		No		N.R.
17	2		3		1	4		13		0	7		13		2	22		26		7	3		8		0	1		4		0	39		67		10
18	7		0		0	12		4		1	15		3		3	30		13		12	10		1		0	1		-		4	75		21		20
19	7		0		0	9		2		6	18		1		2	38		6		11	9		1		1	3		-		2	84		10		22
20	5		2		0	9		6		2	12		4		5	28		17		10	8		2		1	1		2		2	63		33		20

APPENDIX XVIII

STATISTICAL ANALYSIS OF MENTALLY RETARDED

1965-1966

Total--432. Use 100 cases for report. Cases Used--Code 2092.

Sort all mentally retarded closed employed cases for 1965-66 down by case number.

Pull approximately every fifth card for a total of 86. Then pull approximately every twenty-fifth card for a total of 14. This gives 100 cases that was used.

SEX:

1.	Male	73
2.	Female	27
	Total----	100

EDUCATION AT ACCEPTANCE:

None	1
1-3	1
4-6	9
7-9	37
10-12	52
Total----	100

RACE:

1.	White	71
2.	Negro	29
	Total-----	100

AGE AT ACCEPTANCE:

15-19	89
20-24	10
25-34	0
35-44	1
45-54	0
55-64	0
Total----	100

DEPENDENTS AT ACCEPTANCE:

None	94
One	4
Two	0
Three	1
Four	0
Five	1
Six	0
Seven	0
Eight	0
Total--------	100

WEEKLY EARNINGS AT CLOSURE:

None	12
More than 1.00 but less than 10.00	1
10.00 - 19.00	4
20.00 - 39.00	20
40.00 - 59.00	38
60.00 - 79.00	17
80.00 and over	8
Amount not reported	0
Total----------------	100

MAJOR SOURCE OF REFERRAL:

Public Elementary or High School	65
Individual (Except Client)	8
Self Referred Person Not Classified Elsewhere	1
School for Physically or Mentally Handicapped	2
Physicians	1
State Crippled Children's Agency	1
Welfare Agency (Public or Private)	6
Other Education Institutions	7
State or Local T. B. Center	1
Selective Service	8
Total--------------------	100

JOB AT CLOSURE:

Clerical and Sales	8
Service Occupations	30
Agriculture, Fishery, Forestry	3
Skilled	12
Semi-Skilled	19
Unskilled	14
Sheltered Workshops	1
Housewives and Family Workers	13
Total---------------	100

FIGURE 1

AGE DISTRIBUTION OF PUPIL-CLIENTS FOR PAST THREE YEARS